


**INDIVIDUALISM VERSUS GROUP REGIMENTATION
IN ELEMENTARY SCHOOL DISCIPLINE**

JESSIE LAVINIA DYER



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INDIVIDUALISM VERSUS GROUP REGIMENTATION
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JESSIE LAVINIA DYER

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
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Reader

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CHAPTER I

PRESENTING THE PROBLEM

It is not an infrequent occurrence to pick up a daily paper issued in any of the larger cities of the United States on any day in any week and see some such headline as "Spanked Boy Shoots Wife of Teacher in Revenge."¹ After recovering from the shock caused by such a headline, the reader wonders what is wrong with our modern methods of disciplining school children. This and many other similar happenings point up the problem of finding some better order of procedure in dealing with behavior problems of children. John M. McPherrin, editor of the American Druggist, said:

"During 1945 youngsters under 21 years of age were responsible for 49% of the burglaries, 61% of automobile thefts, 33% of larceny cases, 30% of rapes, and 35% of the robberies. These are significant figures which show the great importance of and need for solving the problems of juvenile delinquency."²

In our schools of today, various gradations of two fairly well defined attitudes toward discipline in the classroom are in existence. One is the practice of allowing the children a great deal of freedom, with attempts being made at developing responsibility on their part for proper classroom behavior,

1. Associated Press Dispatch, Tampa Morning Tribune, Tampa, Florida. April 27, 1949, Page 1, Column 2.

2. John M. McPherrin, "What Druggists Can Do About Juvenile Delinquency," What's New In Home Economics, (July, 1947) p. 17.

1. *Substratum*

and the other is the strict, authoritarian attitude toward discipline which demands pin-drop order, toeing the chalk mark with respect to numerous rules and regulations which have been set up, and the infliction of penalties for any infraction of the rules. Add to the classroom rules and regulations or lack of them the disturbing situation which obtains in the home environment of some of the children, and you have a picture which needs minute and careful analysis when it comes to finding a clear path of corrective measures through the maze of juvenile behavior problems.

If America is to provide a system of education which will lead to the good life, educators might well develop methods of discipline to be applied to the child's earliest school experiences, which usually take place in the elementary grades, looking toward the development of the high standards of self-discipline which are necessary in a democracy. What should these high standards include? What does true democratic living mean? How shall we teach democracy? In a democratic situation, each person feels that he belongs to and is an integral part of the group with which he lives. He senses that he has something of value in his own individuality which will add to the group welfare. Planning and working is not all individual and competitive, for group and cooperative activities are important. Democratic living is living which not only gives experience in interacting with people of different ages, but with those of

dissimilar racial and economic backgrounds as well. No democracy exists if all have not had a share in planning the goals the group seeks, or if some have been denied an opportunity to express themselves. An equal chance to learn happily and healthily in accordance with his abilities and capacities, may well be the goal for each child. If each of them is not brought to a full realization of his responsibilities as a member of his social group, community, and democratic society, then his adult world has not provided adequate guidance. Building a realization that others have needs and rights which should be respected is a necessary part of his training. He is given opportunities to make his own decisions, and then learns to accept the results of them. He gradually awakens to his responsibility in performing his share of the work of his group. Not only that, he develops a sense of responsibility for taking care of the tools with which he works, his own possessions, and the possessions of others. Necessary regulations come to be understood, accepted, and respected. The rule of the majority prevails, but at the same time the rights of the minority are to be respected. Each child learns to practice the fundamental social virtues and builds an understanding of his responsibility to participate in the duties of a democracy.

Putting it in other words, S. A. Courtis said:

"The pattern of democracy is clearly defined. It is based upon respect for personality and the desire for that creative release of human talents which comes from opportunity for self-directed, cooperative

self-expression and self-realization. It demands participation by all in the determination of the rules of the game, and stresses planning based on reason, not might. Freedom of belief, freedom of speech, freedom of choice are other essentials. Above all, in a democracy there can be no authority other than that which is inherent in truth itself. The exploitation of one will by another is the unpardonable sin. Freedom under law--preferably natural, but democratically determined if necessary--is the ideal."³

If teachers of elementary school classes are to guide their charges into the privileges and responsibilities which constitute democratic living, they might well analyze the effects which various ways of disciplining children might have upon the possibility of their becoming truly good citizens of a truly democratic state. The place of our schools in training citizens who know what it means to live in responsible relationship to other persons is an important one. No longer are schools to stress the rugged individualism which was preached not so long ago. Children are now to have an opportunity to discover society; they are to learn to see the whole of which they are a part, and to relate themselves to that whole harmoniously. Children are to learn that they are all fellow workers in the common task of making a nation.

If educators are to guide children from their part as citizens in school situations into the greater responsibilities

3. S. A. Courtis, "The Pattern of Democracy," Current Documents on Democracy, Educational Policies Commission, February, 1941, National Education Association of the United States and the American Association of School Administrators, p. 26.

of adult citizenship, they may need to bring together and examine closely, both the "freedom-with-responsibility" system of discipline, and the "do-as-I-say" order of control. Examination of any anti-social effects of allowing children too much freedom, with very little external or self-discipline being applied, is in order. Any possible good effects which may be found to exist when children are permitted a great deal of freedom enters into the picture. How is the ability to discipline oneself built, and when may its development be begun? The characteristics of an authoritarian classroom with all its possibilities for good and bad influences are a necessary part of understanding and analyzing the problem. And above all is the vast importance of seeing the whole child in order to understand his behavior problems.

The Problem

Since neither the practice of allowing too much freedom in the classroom or the home, with little or no restraint on the part of the instructor or the parents, nor authoritarianism in control with its excess of adult authority, have produced the desired results, educators might well find a middle course in disciplinary practices, looking toward the establishing of a greater degree and higher standard of self-discipline than we seem yet to have been able to attain in our planning for this phase of classroom procedure.

This middle course, with its "hoped-for" raising of the standards of self-discipline for each member of the classroom group, teacher and children alike, may result in the establishment of emotional soundness where now we so often find emotional instability. Who knows but what children, freed from the pressure of authoritarian rules and regulations, or the lack of planned outcomes occasioned by the practice of permitting each individual a great deal of freedom, might find themselves truly interested in their school work and start the process of initiating intellectual adventures of their own? Happier experiences may perhaps be the result of children in all areas of their living, with ever widening beneficial effects. Since no one lives to himself alone, each of us, young and old, student and teacher, weak or strong, dull or bright, may be equipped for happier living with a knowledge of what self-discipline involves and of the beneficial results which follow its development.

Procedure in Collecting Data

Many educators have discussed this problem in textual form and others have written numerous articles appearing in periodical literature on this subject. These sources will be reviewed in this study, to determine modern educational thought on the problem. The review will be pursued with the point of view that some literature on the subject will be found to advocate a great deal of freedom for children, and that other sources will be extremely authoritarian in approach.

The values of each group will be sought for along with the deficiencies which each philosophy includes; an attempt will then be made to take the values found and remove the deficiencies, and to work out a philosophy which will represent the middle course between the two extremes, looking toward the development of self-direction in discipline.

Case studies will be made of three children who have been allowed a great deal of freedom in home or school, and of three children who have been subjected to authoritarian control either at home or in school. The results of these studies will be examined, to show their bearing on this study.

A report will likewise be made on three teachers who believe in authoritarianism in classroom discipline, and three who follow the principles of individualism in this part of their work, and the results will be examined. Neither the case studies of the children nor the data concerning the teachers are included in an effort to establish proofs, but merely as illustrations of some of the visible results in a few instances of present classroom practices in discipline.

CHAPTER II

PAST AND PRESENT DISCIPLINARY PRACTICES

It is always a fascinating adventure to dig back into historical records to see how present day practices in any field compare with the records of the past. There exist numerous statements about what discipline in schools was like many years ago.

In early Chinese education, for instance, the training was predominantly literary and lessons had to be learned in a stereotyped fashion. Exact ways of doing things were laid down, even to the placement of the symbols for writing. Retention was the biggest part of the mental education of the pupils, and they were required to load their minds with multitudinous details. If they failed to do this, they were severely punished.¹ The teacher kept his rattan or bamboo hanging in a conspicuous place, and he used scolding, castigation, starving, and imprisonment, to stir up the dilligence of his pupils in their necessarily distasteful tasks.²

In Egypt, the learning was also of a memoriter type and discipline had to be severe. A pedagogical maxim of the time

1. Frank Pierrepont Graves, A History of Education Before the Middle Ages, p. 75.

2. F. V. N. Painter, A History of Education, p. 13.

THE UNIVERSITY OF CHICAGO PRESS

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

was: "A boy's ears are on his back; he hears when he is beaten."³ Reprimands were also used as a corrective, and a youth could be punished by confinement to the temple for three months.

It is said that even though all Indian learning was preserved by oral tradition, making the principal method of instruction memoriter learning, discipline was mild, owing to the unassertiveness of the pupils. In severe cases, after admonition had failed, a pupil might, however, be beaten on the back with a rope or a split bamboo.⁴ Students might also be placed in an uncomfortable position as a means of punishment, or have cold water poured on them, a mode of punishment peculiar to India.⁵

Education in these times of earliest civilization was insured against any change by being embalmed in the sacred books of the various countries. No efforts were made to give reasons for the customs and traditional knowledge that were taught. All the students were taught alike, irrespective of interests and abilities, and individuality was totally ignored. When individual instincts revolted at this manner of instruction, severe corporal punishment forced them to submit.

3. Graves, op. cit., p. 39.

4. Ibid., p. 88.

5. Painter, op. cit., p. 18.

In the schools of Israel and Judea, the method of teaching was almost as largely memoriter and imitative as those of barbarian peoples, and the discipline accompanying the learning process was inclined to be severe until late in their educational history. Graves tells us that:

"The discipline of the Jewish schools must, from the nature of the subject matter and the methods of their teaching, have been rigorous. Corporal punishment is constantly advised in the Proverbs, although wise reproof is recognized as better on some occasions. After the pupils were old enough to make an appeal to their honor effective and have their pride hurt by a whipping, the form of punishment was not so severe. Where corporal punishment was used at all with older boys, it was applied not with a rod, but with the thong of a sandal."⁶

Much has been written of the education of boys in Sparta. After seven years of age, education was for all boys a process of continual hardening and discipline. They went without shoes in winter and summer, slept without covering, were given little food, and were at all times subject to the approval of their elders for their conduct.

"The boys were themselves also often required by the youth in charge of the common table to sing a song or give a concise and sensible answer to such a general inquiry as 'Who is the best man in the city?' or some such similar question put to test their powers. The boy whose answer proved unfitting or too wordy had his thumb bitten by the youth in charge; and this official in turn was judged after the meal by the older men present, and punished if his decisions were not considered wise."⁷

6. Graves, op. cit., p. 133.

7. Ibid., p. 153.

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Gradually individualism began to develop, and the aim of education came to be the securing of happiness for all school children. The reasons underlying each concrete act and habit were explained, instead of expecting pupils to imitate blindly some living example or heroic embodiment of the ideals of some dead statesman or ancestor. The Greeks, more than any other ancient people, showed the world the advantage of individualism. Through them it became known that the expression of the individual is essential to real stability and progress.

Elementary education in Rome, however, was memoriter and imitative. Since there was so much necessity to commit facts to memory, it is understandable that Roman discipline was severe.

"The rod (ferule or virga), the lash (scutica or lorun), and the more brutal whip (flagellum) are mentioned as if in frequent use in the Roman school-room; and through Latin literature schoolmasters have such suggestive adjectives connected with their names as 'saevus' (ferocious), 'iracundus' (irascible), 'acerbus' (harsh), 'clamosus' (bawling), and 'plagosus' (fond of blows). So Juvenal declares that he like others, has flinched from the rod at school; and a more telling method of punishment is shown in a fresco of Herculaneum, in which one boy appears on the back of another with his legs held by a third, while the master beats him on the bare back."⁸

It is possible to quote many other passages telling what schools of the Middle Ages were like in the matter of discipline.

8. Ibid., p. 249.

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One from the pen of Agricola written after having been called to take charge of a school at Antwerp, is very interesting:

"A school is to be committed to me. That is a difficult and vexatious thing. A school is like a prison, in which there are blows, tears, and groans without end. If there is anything with a contradictory name, it is the school. The Greeks named it Schola--that is, leisure; the Latins, ludus literarius--literary play; but there is nothing further from leisure than the school, nothing harder and more opposed to play. More correctly did it receive from Aristophanes the name 'phrontizerion' that is, place of care."⁹

Montaigne, (1533-1592), a celebrated French writer, advised the use of "severe sweetness"¹⁰ to tempt and allure children to study by gentle ways, and advised teachers not to expect to train a child in the apprehension of shame and chastisement by hardening him through violence and compulsion.

Wolfgang Ratich, (1571-1635) added the thought that all teaching should be after the order or course of nature, and that all teaching that is contrary to nature, being forced or violent, is harmful.¹¹

John Amos Comenius, (1592-1670), a teacher of Moravia, went still further and said that learning should be made agreeable and that discipline should aim at improving the character.¹²

9. Painter, op. cit., p. 126.

10. Ibid., p. 178.

11. Ibid., p. 194.

12. Ibid., p. 209.

John Locke, (1632-1704), a great English writer and educator, writing in the latter part of the seventeenth century, also admonished teachers to "gently correct and weed out any bad inclination and settle in him (the student) good habits."¹³ Locke's aim was to give a boy a robust mind in a robust body. His body was to endure hardness, his reason was to teach him self-denial. But this result was to be brought about by leading, not driving him. His spirits were to be kept up by kind treatment, and learning was never to be a drudgery.¹⁴

Fenelon, (1651-1715), also writing in the latter part of the seventeenth century, advised allowing the child to play and never to pretend to control him with a dry and absolute authority, but rather "let wisdom be forced upon him only at intervals and with a laughing face."¹⁵

Rollin, (1661-1747), a French historian, wrote so fully on school discipline that it is interesting enough to quote in full. He said:

"In education the highest skill consists in knowing how to unite, by a wise temperament, a force that restrains children without repelling them, and a gentleness that wins without enervating them.

13. Ibid., p. 218.

14. Ibid., p. 223.

15. Ibid., p. 233.

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"The short and common method of correcting children is with the rod; but this remedy sometimes becomes a more dangerous evil than those which one seeks to cure, if it is employed without reason and moderation.

"The only vice, it seems to me, that deserves severe treatment is obstinacy in evil, but an obstinacy voluntary, determined, and well defined.

"The teacher ought never to punish in anger, especially if the fault which he punishes concerns him personally, such as a want of respect or some offensive speech.

"Cuffs, blows, and other like treatment, are absolutely forbidden to teachers. They ought to punish only to correct, and passion does not correct.

"It is a quite common fault to make use of reprimands for the slightest faults which are almost inevitable to children. This breaks the force of reprimands, and renders them fruitless.

"We should avoid exciting the spite of children by the harshness of our language, their anger by exaggeration, their pride by marks of contempt.

"It is necessary always to show children a substantial and agreeable end which may hold them to work, and never pretend to force them by a direct and absolute authority."¹⁶

August Herman Francke, (1663-1727), a German divine, also laid down careful instructions in discipline. In addition to the instructions laid down by Rollin, Francke stated that young teachers especially need to develop paternal solicitude and Christian gentleness, and that all teachers need to learn to govern themselves if they expect to govern others. He added

16. Ibid., pp. 238-239.

The first and foremost condition of a successful life is that the individual should be able to control his own mind. It is only when the mind is under control that the individual can achieve anything in life.

The only way to control the mind is by the practice of yoga. Yoga is a science of the mind, and it is only by the practice of yoga that the mind can be brought under control.

The second condition of a successful life is that the individual should be able to control his own emotions. It is only when the emotions are under control that the individual can achieve anything in life.

The only way to control the emotions is by the practice of yoga. Yoga is a science of the emotions, and it is only by the practice of yoga that the emotions can be brought under control.

The third condition of a successful life is that the individual should be able to control his own actions. It is only when the actions are under control that the individual can achieve anything in life.

The only way to control the actions is by the practice of yoga. Yoga is a science of the actions, and it is only by the practice of yoga that the actions can be brought under control.

It is necessary, therefore, that the individual should practice yoga in order to achieve a successful life. Yoga is a science of the mind, emotions, and actions, and it is only by the practice of yoga that the individual can achieve anything in life.

Yoga is a science of the mind, emotions, and actions, and it is only by the practice of yoga that the individual can achieve anything in life.

also the body should be under control. In addition to the control of the mind, emotions, and actions, the individual should also be able to control his own body. It is only when the body is under control that the individual can achieve anything in life.

the injunction that teachers should study the dispositions of their pupils, since some have delicate and gentle natures and should not be treated like coarse and hardened natures. He pled for the child who is dull of comprehension, and therefore was often scolded because it could not comprehend. And interestingly enough, he cautioned against falling into the opposite extreme to great severity and becoming the sport of the children.¹⁷

One cannot write on past practices in discipline without quoting from Cubberly, a passage which shows so unmistakably the conditions which existed in the middle of the eighteenth century:

"The discipline everywhere was severe. 'A boy has a back; when you hit it, he understands,' was a favorite pedagogical maxim of the time. Whipping posts were sometimes set up in the schoolroom, and practically all pictures of the school masters of the time show a bundle of switches near at hand. Boys in the Latin Grammar schools were flogged for petty offenses. The ability to impose order on a poorly taught and in consequence an unruly school was always an important requisite of the school master.

"A Swabian schoolmaster, Häuberle by name, with characteristic Teutonic attention to details, has left on record that in the course of his 51 years and 7 months as a teacher he had by a moderate computation, given 911,527 blows with a cane, 124,000 blows with a rod, 20,989 blows and raps with a ruler, 136,715 blows with the hand, 10,235 blows over the mouth, 7,905 boxes on the ear, 1,115,800 raps on the head, 22,763 notabenes with the Bible, catechism, singing book, and grammar. He had 717

17. Ibid., p. 246.

times made boys kneel on peas, 613 times on a triangular piece of wood, had made 3,001 wear the jackass, and 1,707 hold the rod up, not to mention various more unusual punishments he had contrived on the spur of the occasion. Of the blows of the cane, 800,000 were for Latin words; of the rod, 76,000 were for texts from the Bible or verses from the singing book. He also had about 3,000 expressions to scold with, two-thirds of which were native to the German tongue and the remainder his invention."¹⁸

Pestalozzi, (1746-1827), abhorred the harsh and brutal discipline of his day, and for it he tried to substitute a discipline of sympathy and love, more nearly approaching the atmosphere of the home.¹⁹

Speaking of Froebel, (1782-1852), his great interpreter, the Baroness von Marenholz-Bulow, brings out prominently his fundamental principle in discipline:

"Nothing is left, then, but to set free obedience in the place of blind obedience, and to render the masses through cultivation capable of seeing that only the self-restraint of individuals and their voluntary subjection to law make greater freedom in society possible. That mode of education which can solve this problem may justly be called education for freedom."²⁰

There is on record a poem written by George Crabbe, English poet, (1754-1832), which gives the opinion of at least one English writer of that day:

18. Elwood P. Cubberley, A Brief History of Education, pp. 455-456.

19. William P. Sears, Jr., "Henry Pestalozzi--1746-1827," Education, 66:8 (April, 1946). p. 533.

20. James L. Hughes, Froebel's Educational Laws, p. 157.

"Students like horses on the road
Must be well lashed before they take the load.
They may be willing for a time to run
But you must whip them ere the work is done;
To tell a boy, that if he will improve
His friends will praise him, and his parents love
Is doing nothing--he has not a doubt
But they will love him, may applaud without;
Let no fond sire a boy's ambition trust
To make him study, let him learn he must."21

Charles Dickens, (1812-1870), in his Preface to Nicholas

Nickleby wrote:

"The Author's object in calling public attention to the system would be very imperfectly fulfilled, if he did not state now, in his own person, emphatically and earnestly, that Mr. Squeers and his school were faint and feeble pictures of an existing reality, purposely subdued and kept down lest they should be deemed impossible. That there are, upon record, trials at law in which damages have been sought as a poor recompense for lasting agonies and disfigurements inflicted upon children by the treatment of the master in these places, involving such offensive and foul details of neglect, cruelty and disease, as no writer of fiction would have the boldness to imagine. And that, since he has been engaged upon these Adventures, he has received, from private quarters far beyond the reach of suspicion or distrust, accounts of atrocities, in the perpetration of which upon neglected or repudiated children, these schools have been the main instruments, very far exceeding any that appear in these pages."22

Our own Horace Mann, (1796-1859), stated that: "The work should be guided by able teachers, who had been trained in a normal school, and should be imparted in a spirit of mildness and kindness through an understanding of child nature."23

21. Cubberley, op. cit., p. 456.

22. Charles Dickens, The Life and Adventures of Nicholas Nickleby, Preface, pp. vii-viii.

23. Frank Pierrepont Graves, A History of Education in Modern Times, p. 175.

These quotations give a picture of the changes that came about in the treatment of children in school, from the terrible harshness of discipline in the days of the earliest schools to the beginning of much milder practices as set forth by various educators.

Our present day attitude toward the whole subject of school discipline has changed radically. For one thing, students of the problem are now looking closely at the parents and the home to see how the parents as cultural agents have transmitted the traditional beliefs, ideas, and patterns of conduct that must be learned in inducting children into their cultural and social worlds. They are trying to find out if the training given by the parents has been too severe, too hasty or premature, or too harsh, omitting the love and reassurance necessary to give children a feeling of security. If the children in their pre-school experiences have been the victims of bad housing, parental neglect, demoralized neighborhoods, mistreatment by parents, or have been forced to live with neurotic, preoccupied, or too busy parents, they often display disorderly behavior or emotional instability, or exhibit a withdrawn, sulky detachment at school.²⁴

Families of a generation or two ago, with their family-church education and preparation of children, sent boys and

24. Lawrence K. Frank, "Mental Health in Schools," Education, Volume 66:9 (May, 1946), p. 553.

girls to school with certain attitudes which made the job of education easier. Children were taught at home that they must work hard, be obedient to authority, learn what was taught them, and in all ways cause no trouble. But that stability is gone, and in its place so many children are found who are no strangers to feelings of insecurity, inadequacy, inferiority, and bewilderment.

Students of child behavior are beginning not to blame the child for his behavior, but to see in it the operation of cause and effect; and they are examining minutely all the phases of his environment, the peculiarities of which were impressed on him during his development period. Since "it has been possible to modify so many personal traits,"²⁵ teachers are being told that they should learn to use the mental health principles developed and employed by psychologists and psychiatrists. These principles, to be of much use to teachers will need to be put into a form which may be easily and successfully used by anyone who is not trained in the field of mental hygiene. Detailed, concrete records of experiences and procedures tried out and found effective by other teachers should also be compiled as an aid in behavior adjustments.²⁶

So far as the use of personality tests in studying behavior is concerned, Arthur E. Traxler says:

25. Louis P. Thorpe, "Mental Health and the School Child," Education, Volume 66:9, (May, 1946), p. 544.

26. Frank, op. cit., p. 553.

"In view of the limitations to personality tests at their present stage of development, one may appropriately ask whether their results are too fragmentary and perhaps too involved to warrant use of these instruments in guidance programs."²⁷

It is now said that the school is the chief agency for continuing health care and mental hygiene.

"The teacher is in a strategic position, because she is the only one in a position to do what must be done to help children and youth grow up and achieve maturity with some degree of sanity and of adequacy for social living."²⁸

Since this is the case, teachers of children are being subjected to increasingly close scrutiny. In the years to come, such questions as these will be asked about teachers: "What is the quality of living of those who work under their guidance? Do they promote or restrict friendship? Do they develop active concern for the well being of and wholesome self-respect for other people?"²⁹ Teachers will more and more need to take a good look at themselves, and become aware of their own personalities and their characteristic ways of dealing with others. This will bring about improvements in teacher training programs, because up to now teachers have been trained in subject matter mastery, with the idea that they should be principally rational and intellectual beings. Those in authority are coming to realize that:

27. Arthur E. Traxler, "Measurement in the Field of Personality," Education, Volume 66:7 (March, 1946). p. 429.

28. Frank, op. cit., p. 548.

29. Howard A Lane, "Social Education the School," Education, Volume 67:4 (December, 1946). p. 214.

1. The first part of the paper is devoted to the study of the asymptotic behavior of the solutions of the system (1) as $t \rightarrow \infty$. It is shown that the solutions of the system (1) tend to zero as $t \rightarrow \infty$ if and only if the matrix A is stable.

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"Our teacher education must provide a generous, rich, vital experience with children and youth for the entire four or five years of college. Teachers must learn to understand the characteristics and motivations of boys and girls, which is a long term process and cannot hope to be achieved by a few months of observation and student teaching. Teachers must have generous contacts with boys and girls in varied situations and conditions."³⁰

It has been discovered that the older practice of the authoritarian teacher who maintained order by imposing his or her authority and discipline upon pupils is questionable.

"This perpetuates the dominance-submission, passive relationship which handicaps the emerging personality in achieving a more mature personality who can accept the self discipline necessary in a free society. This has become almost the central problem of a democratic social order, because each individual citizen must assume the burdens of freedom and exhibit orderly, responsible conduct, if we are to have such a social order and avoid dictatorship."³¹

The responsibility of the school has also enlarged. Instead of merely applying the proper punishment, those who are in authority are now told that they should seek to locate cases that need special help and to find out something about them, not merely do something to them. A careful follow-up is necessary, with administrators being held accountable for doing everything they possibly can to improve the situation. School authorities are also finding necessary the inclusion of activi-

30. Samuel J. McLaughlin, "Preparing Teachers for Today's Schools," Education, Volume 67:4 (December, 1946) p. 244.

31. Frank, op. cit., p. 551.

ties in the curriculum which will meet the interests of the child while he is in school and which will tie up with his activities outside of school. A flexible, adaptable curriculum, and workable methods and practices, with children allowed to learn in their own way and at their own rate, all have an effect on developing proper attitudes and behavior.³²

Educational institutions today find it necessary to reinforce and at times replace family care, and often make plans for the accomplishment of the process of socialization, a function with regard to which so many homes now fail. Schools and teachers are being told that they must gain and hold the confidence of the individual. They are realizing that an even greater number of children are likely to be coming into the classrooms with disorderly and negativistic conduct because of all the conditions which existed during the war years leading to such behavior.³³

The administrators of our schools are now asked to consider whether these institutions in their day by day activities fulfill such needs as,

"helping the child to free himself gradually from the dependence of immaturity; as aiding him to develop within himself powers of adjustment that will enable him to meet certain types of difficulties that will persist in the world in spite of any economic and social improvements that may be made; as assisting

32. Ibid., p. 553.

33. Ibid., p. 550.

the child to be resourceful, to have courage and self-control, to learn to face reality."³⁴

Some authorities are expressing the belief that it is not too unattainable a social ideal that every man, woman, and child should be thoroughly trained about his own organism, what "makes him tick," as it were. They are beginning to think that we should train ourselves and our children about what exhibition behavior is like; first to spot it in others, and then, most important of all, to learn to tabulate our own behavior and spot such reactions in ourselves.³⁵ What boy or girl, taught in this way, could not check his own behavior at regular intervals or as necessity demanded? This would involve, of course, putting into simple terminology the essentials of corrective measures necessary to get the individual out of the jam toward which he is heading, or in which he is already involved.

What then, stated in a few words, is the aim of modern education in training in discipline? According to Ryan, discipline should mean:

"Gradually learning how to handle oneself on any and all occasions, in all kinds of situations--this is a discipline schools can and should use all their resources to bring about. Indeed, it constitutes probably the first duty of education in the modern world."³⁶

How closely are educators of today realizing this aim?

34. W. Carson Ryan, Mental Health Through Education, p. 47.

35. John B. Watson, The Ways of Behaviorism, p. 112.

36. Ryan, op. cit., p. 69.

CHAPTER III

BEHAVIOR--THE RESULT OF MANY INFLUENCES

If children are in trouble too often, if they fail in school work which they are actually able to do, if they are quarrelsome, make trouble in the classroom, keep to themselves entirely, are sulky, silent, or hostile in attitude, then something is wrong. These things are symptoms of pressures or hungers, of unhappiness, if you please, and causes for behavior of this type need to be ferreted out and remedial measures applied. Children's difficulties, wherever they occur, do not exist in isolation. Instead, the whole child is involved. These "deeper problems of behavior and character which have their roots in the social, emotional, and personal experiences that play upon the child both within and without the classroom,"¹ are in need of solution.

All too often the home itself is the factor which is in some way or other responsible for the development and growth of conditions of maladjustment and conflict in children. Every psychiatrist, every child guidance worker, and every clinician in the land will testify to the truth of this statement. A child's father or his mother, or both of them together are usually more of a problem than is the child himself. Would it not be more logical in many instances to

1. Lawrence Augustus Averill, The Hygiene of Instruction, p. 335.

start talking about the problem parents instead of problem children? The reason problem children receive the full focus of attention and opprobrium is because they are handled directly by a teacher within a school setting, whereas the adult problem is a step removed from these agencies.² Since the large majority of problem children are not sufficiently maladjusted to warrant any very close inspection of the home influence, it is only in extreme cases that the real problem parents come to light.

The boy or girl in your classroom has spent most of his waking and practically all of his sleeping hours in his home. "The character of his home environment has been indelibly stamped upon him before you know him."³ Teachers know that they cannot eradicate these effects of the home environment. They realize that they cannot make their students over to suit themselves, and that it is only possible to modify their behavior. They realize that it is necessary for them to learn all they can about the home environments of their pupils by consulting school records, by visiting the homes if at all possible, and by determining the physical and psychical makeup of their daily experiences at home.

2. Ibid., p. 303.

3. Joseph S. Betterweck and George A. Muzzey, A Handbook for Teachers, p. 19.

So often the home is itself a disturbing element in the life of a child. Quarreling or lack of harmony at home, disagreement among his relatives as to his discipline and regimen, and antiquated ideas about wholesome discipline, bring about maladjustment and conflict. Children become openly rebellious and nonconforming, or else yield unprotestingly to the parent's will and develop retiring and morbidly secretive natures that fit them poorly for normal social intercourse when they have grown up.⁴ What are some of the other home conditions which have deleterious effects on behavior? Over-solicitous parents, for one thing, sometimes cause children to become helplessly dependent. Favoritism displayed in treatment of children will cause the less favored child to become introspective, jealous, and irritable. At school, it is very likely he will be sullen and resentful. Too much lime-light at home creates a domineering attitude upon the part of children, causing them to become conceited, arrogant, and selfish, and they may come to the conclusion that they are different from the ordinary run of children.⁵ They will lack that freedom from self-consciousness that is the normal state of childhood.

Sometimes parents fail to provide adequate habit training in simple matters of self control. Such children have no

4. Averill, op. cit., p. 310.

5. Ibid., p. 317.

regular bed time hour; they are not obliged to observe regular times for work or play; they use their school lunch money for poor food; they do not form regular evacuation habits; they fail to learn to postpone the fulfilling of immediate desires until the proper time for their enjoyment, nor do they obey quietly and unprotestingly the requests of parents. Children of this type form the habit of delaying and postponing things which ought to be done immediately. In the care of their possessions they lack orderliness; they do not cultivate the desirable habits of truthfulness, industry, and agreeableness. They usually manifest no desire at all to contribute helpfully to the work and chores of the household.⁶

There are other home practices which lead to children's difficulties. In some homes children are given too much and too early responsibility, causing them to seek release in day dreaming, misrepresentation, and deceitfulness.⁷ Marital incompatibility brings to children much uncertainty and fear of life and life's problems. Doubts, convictions, prejudices, or idiosyncracies of parents become an integral part of the personality of their offspring.⁸ A highly nervous parent will nag, scold, and dominate his children, who either conform slavishly or revolt openly and violently. In some homes

6. Ibid., p. 319.

7. Ibid., p. 321.

8. Ibid., p. 323.

there is unlimited freedom and license, with the consequent development of irresponsibility and heedlessness. Parents at times also fail to protect their children from a morbid arousal of sex curiosity. Dishonest parents who maintain double standards of living, or openly flout the regulations or controls of society, who prosper in evil doing, or who are a law unto themselves and to no man else, exert a shameful influence in the lives of their children. Some parents hold themselves aloof from their children and refrain from a normal display of affection and interest, and are thus the source of much dejection and unhappiness.

Three essential qualities are necessary in a home for the successful rearing of children and their preparation for satisfying, successful school and adult experiences. First of all is affection. By affection is not meant the sloppy sentimentality that the word sometimes suggests, but the truth or faith which is built up when two people can "come close to each other without fear of ridicule or rejection, expecting understanding, sympathy, tolerance, and protection, if protection is necessary."⁹ Sometimes parents assume harmful attitudes toward their children. One of these is the possessive attitude, in which the parent feels the obligation of ownership. The children in this case either learn to follow out their parents' plans for them, to comply

9. George H. Preston, The Substance of Mental Health, p. 26.

and obey, thus growing up with a dependent attitude, or they develop rebellion as the result of this treatment. Sometimes this rebellion is concealed, but it can just as well be open; in either case the child ceases to love, even if respect is held for the parents.

Some parents adopt an uncertain attitude toward children. They are not sure what the correct procedure is--they have no plan of action upon which they have decided. Such uncertainty invites disobedience, and is responsible for much inconsistency in training methods. Children learn to try parents out to see how far they can go in mischief when any evidence of inconsistency or uncertainty exists.

A third attitude--that which is assumed by wise parents--is a friendly, assured attitude. They are kind and firm, qualities which serve to create trust and confidence. Such parents are concerned with learning how to live with their children rather than with ways to demonstrate their authority. They make every effort to understand their children by studying childhood and to learn what to expect at various ages and stages of development. They are kind but firm, and always consistent in their relationships with their children.¹⁰

There are many other things that lead to misbehavior in the home. Parents sometimes ask for child behavior which

10. Averill, op. cit., pp. 312-314.

is not in accordance with the physical, social, or mental development of a child. They need to ask themselves how long he can attend to any one thing at a time, how many directions he can keep in mind, or if he can move as quickly as is expected. Again, commands may be given too abruptly, with no consideration being given to what the child may be doing at the time. Some parents are inconsistent in their treatment of a child, and may later treat the punishment given as a joke, or they may not follow the thing through to see that it is really done.

One serious source or cause of misbehavior is disagreement in the home among the adults regarding methods of control to be used.¹¹ If his father and mother do not agree on what is to be done, the child learns to run to the other parent if the first one approached disapproves. They make the mistake of failing to refrain from discussing their differences of opinion on the proper procedure before their children.

Then there is the type of parent who inflicts punishment when angry. The dispositions of parents exert a strong influence on the child, and if a child obeys only because he has learned when it is hazardous not to obey--when a parent is angry--he has formed a habit which will cause him trouble later on.

11. Ibid., p. 308.

Good behavior habits are not built up if a child is very often unfavorably compared with others, who are always described as superior. Likewise, if his faults are discussed in his presence, he learns disobedience, not obedience. Perhaps he enjoys being the center of attention and likes the power he feels as he stirs an adult to anger. No child truly respects an angry parent or teacher.

Bribing children into desired modes of behavior is another practice of parents which leads to an expectation on the part of the children that they must be paid for everything they do.¹² Promises may be made which either cannot be kept or which parents do not intend keeping. The children under such management become distrustful and resentful.

Affection is not built up or strengthened between children and parents when any faulty methods of securing obedience are followed in the home. A friendly and assured attitude, expecting obedience to reasonable commands for which the children are given reasons and explanations, and a quick and assured tone of voice, are all necessary if parents are to develop correct behavior.

Because it cannot be bought or sold without being destroyed, affection is not a tool which can be used to enforce discipline, but it can live and grow under discipline.¹³

12. Preston, op. cit., p. 34.

13. Ibid., p. 134.

If a child is sure of a parent, he will keep on loving even if punished, because to him affection is a vital necessity. Overdoses of affection, however, are poisonous and lead to evil results. All children need some one person of whom they can be absolutely sure. How many adults can look back and find that person in their childhood? How regrettably many were probably without such a rock of safety!

The second element necessary if a home is to provide a good start toward proper behavior, is praise.¹⁴ Just as affection in a child's life makes him more confident of other people, so praise makes him more confident of himself. How many more negative than positive things are said to little children. The "don'ts," and the "stops," the "behave yourselves," or "quit doing that," are more frequently heard than words of praise and encouragement. Ridicule, sarcasm, belittling, are stunting experiences to children. Completely unearned praise may spoil a child, but lack of it will probably produce an appetite for it, and it will be obtained by any means available. Or another type of child, lacking praise, may imagine that he is not worth much. Success and praise are powerful stimulants, to be judiciously applied in the emotional diet.

The third thing so vital in the treatment of children is consistency.¹⁵ Since the experiences of early childhood are

14. Ibid., p. 135.

15. Ibid., p. 139.

so vitally important in the formation of behavior patterns, parents need to give children a secure foundation for belief in cause and effect. They should be given the working principle of a way of living which will help them toward a happy life in which they build faith in the continuity and consistency of human relationships. This consistency should be experienced in all home relationships by proper and unchanging control of their eating, sleeping, behavior, and play habits. Parents develop faith in consistency by encouraging the building of independence and self-control, cooperation, and sharing, and by always living in their own lives the things they are trying to teach their children.

These three essentials of good home training for children may be a part of any home. Affection between children and parents can be just as real in a home where a small salary has to be stretched to make ends meet as in the wealthy palaces of the rich or the more moderate establishments of those who are comfortably stationed in life. In fact, it perhaps has a better chance to flourish there, because the mother and father care for their own children. Thus affection is given, not bartered. Likewise, education or social position have nothing to do with this quality of affection. The most uneducated parents, in terms of book learning, may still have a clear idea of what they wish to teach, and exercise the consistency requisite to make the lessons stick. Praise, which helps us to approach other people with confidence, has nothing

to do with education, economic status, or social position, although the more highly trained the parents, the greater their realization should be of its necessity in the life of children. Consistency in the teaching of lessons for the formation of good habits, whether mental, physical, or social, may be a part of the life of a hovel as well as that of a palace..

But how many children who come into the school at six years of age have had this background of wise training? The teacher must take them as they come to him, with all the faulty experiences of their most formative years built into their habits and attitudes. He has no way of knowing minutely what has been going on in the life of a child for six years. This home, of which the child has been a part, has either taught him to do automatically those things which are necessary for health, for cleanliness, for satisfying family and group living, and for good sportsmanship, or he has not been equipped with the ability to develop methods of caring for his own difficulties as they come up; he may not have standards by which he may judge himself. There are, of course, a few things in the school records, such as the ages of his parents, the father's occupation, his place of residence, the educational status of the parents, and a list of any childhood diseases he has had, which serve to give school authorities a little light on his past history.

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Since the child's habits, attitudes, and modes of life are natural products of all his experiences, the neighborhood in which he lives exerts its influence on him. The neighborhood has been defined as "the world of the child exclusive of his family on the one hand, and of the radio, newspapers, and other symbols on the larger community of the other."¹⁶ In other words, the neighborhood is the area in which he works and plays--the area learned through participation in group activities. If the institutional organization of the neighborhood is adequate, the activities of the child will tend to be organized around such basic institutions as the church, the home, the school, the playground, and perhaps the movie theatre. In addition, there may be teams and groups organized to develop certain interests, talents, or accomplishments. Collectively, these groups may represent the most meaningful part of the child's social world.¹⁷ Institutions and activities in which he does not participate, but with which he is familiar as part of his neighborhood, are lodges, taverns, clubs, and adult sports organizations. His social life includes in addition to all these, such institutions or activities as carnivals, weddings, fights, picnics, parades, or celebrations of any kind in which persons of all ages participate. In fact,

16. Henry D. McKay, "The Neighborhood and Child Conduct," Annals of the American Academy of Political and Social Science, Volume 261:1 (January, 1949). p. 32.

17. Loc. cit.

anything which happens in the neighborhood on a group-wide basis is a part of the setting of the stage "where the drama of socialization and education is played."¹⁸

If the schools of a neighborhood could be depended on to be effective in moral education, some of our behavior problems in children would be solved. But only a part of the moral education of children is received within the walls of the school. Most of it is accomplished outside its walls. Even if the moral instruction of the school is excellent, if it is to be effective, the school must be an integral part of the neighborhood in which it is located, and so often this is not the case. Let us suppose that the school is ineffective. Where then do the children receive their moral education? They take on what the neighborhood has to offer, "its traditional leisure time activities, its standards of sportsmanship, its characteristic ways of expressing anger, pleasure, or hostility, its philosophy of life, its moral codes, and its language."¹⁹ Whatever children participate in directly, or receive from vicarious participation in all the activities which the neighborhood encourages or tolerates, becomes a part of their moral training.

18. Loc. cit.

19. Ibid., p. 33.

But, you say, there are many other things which influence children for good or evil. What of the movies, the radio, and all sorts of printed matter? All these things are part of their world and consequently exert some influence over them, but the moral education obtained from the direct personal contacts and participation in neighborhood play groups is far more dynamic and significant than that moral education which comes to them indirectly from the outside. But how about all this imitation of machine guns and shooting and being shot at that we see so often in the play of children, and which is undoubtedly imitation of some movie which they have seen, or is derived from perusal of some detective thriller or comic book? These are just forms of play, with no basic attitudes and values being effectively transmitted. It is the personal relationships of the play group which are so important. In personal contacts, four of the five senses come into play. Then there are the important impressions which are the result of observing the responses of each of the other persons in the group as they bring their own personalities to play on the activity being explored.

Why is the neighborhood play group so important? Because it can enforce conformity for one thing.

"Its sanction is more openly sought and its disapprobation more carefully avoided than is that of other groups. The accepted standards in speech, clothing, manners, relationships with the other sex, and entertainment--all are decided by the same group."²⁰

20. Ibid., p. 34.

The decisions of the play group are most effective, even if they do not coincide with the decisions of home, church, or school.

It is possible to discover differences in neighborhoods by examining variations in rates of law violations. It is a well known fact that every city has sections where very few law violations take place, and those sections which high delinquency rates are noted, with wide areas of intermediate rates spread out between these two extremes. "Likewise studies of rates for widely separated periods of time indicate that areas of high rates tend to remain areas of high rates and vice versa."²¹ What are some other characteristics of these areas in which neighborhood gangs are responsible for high delinquency rates? They are the areas where there is much physical deterioration, poor housing, high infant mortality rates, a great deal of dependency, and where diseased and unwholesome ideas or sentiments are rampant.

"And since the areas of highest rates in one city have external characteristics in common with areas of high rates in other cities, there is little question that rates of delinquency vary with types of neighborhood situations."²²

Conflicting values of life are said to be responsible for the high delinquency rates of these undesirable neighborhoods. Part of the social life with which the children of

21. Loc. cit.

22. Loc. cit.

such areas come in contact is conventional and part unconventional. This difficulty of conflicting values most frequently centers around the struggle for position or status. The American people have unwisely set up the possession of material goods as the measure or symbol of prestige and power; they believe in free competition for the acquisition of goods, and they sanction the organization of society on an impersonal basis, which has resulted in the weakening of traditional control. Through the medium of the radio, literature, and advertising, children are imbued with the idea that all should be able to arrive at easy street, and that if they do not attain this status, they are being cheated out of their rightful heritage.²³ Unless the neighborhood is well organized institutionally, alternative and illegal forms of the competitive process may develop, to which the children of the neighborhood are exposed.

It is said that the large city is relatively new in America. As yet it has not developed institutions which provide meaningful ways of employing the leisure time which is a result of children not being a part of the income-earning group. Sometimes efforts are made to form ethnic group organizations and social athletic clubs to take care of the leisure time activities, but these do not control the status struggle.²⁴

23. Ibid., p. 35.

24. Ibid., p. 36.

It is the non-conventional organizations such as delinquent boy gangs and organized crime which do play a large part in this struggle. Superimposed welfare organizations which are really not a part of the neighborhood have little effect on doing away with forms of exhilarating delinquency and substituting activities which are more conventional in form.

What are some of the characteristics of a good community in which to bring up children? A look at the condition of the houses and yards in the neighborhood tell a big part of the story. If they are run down and show no pride of ownership, it is probably a socially undesirable neighborhood.²⁵ If the owners and their children are not neat and orderly, the neighborhood is probably on the downgrade. If liquor stores or other undesirable places are present, it is not a fit neighborhood in which to rear children, because all aspects of a neighborhood are part of a child's experience. Unsupervised playgrounds are undesirable features of a residential neighborhood. If there are well-kept houses and yards, good churches and schools, supervised play areas and parks, the chances of its being a good neighborhood in which to bring up children are enhanced. The caliber of the schools can be learned through a conversation with school supervisors.²⁶ If an active Parent-Teacher Association

25. Kenneth Duncan, "The Neighborhood," The American Home, Volume XXXIV:5 (April, 1948), p. 74.

26. Ibid., p. 77.

is in existence in a neighborhood, it is likely to be one in which proper reforms will take place if conditions are found which are not desirable. Find out if there is a good neighborhood civic association in existence. It has a big influence on community living. There should be a well defined neighborhood which watches the actions of men and women and comments on their wrong doing, such as speeding, drunkenness, and vice. These cannot be winked at if a neighborhood is to be fit for children to grow up in.

"In many communities there is a general approval of anyone who can break the law and 'get away with it.' This attitude is a remnant of school days, and is a result of an education deficient in teaching responsibility."²⁷

Now let us examine the effect of health on behavior. Any factor which tends to make for disunity in the psychophysical organism will have its effect on the individual. "The mental life of children. . . is likely to be distorted by the malign influences exerted subtly upon them by the physical and physiological disturbances of even the slightest or mildest nature."²⁸ Poorly functioning sense organs cause physical defectiveness which conditions mental hygiene. Eye-strain causes such reflex disturbances as extreme nervousness,

27. Frances Morehouse and Sybil Fleming Graham, American Problems, p. 420.

28. Averill, op. cit., p. 62.

general fatigue, headache, neurasthenia, and other ailments. The children who cannot use their eyes effectively often become inattentive, mischievous, and even deceitful as a means of escape from a situation which is intolerable. Retardation and backwardness are the result, and the child may be thought of as stupid or lazy. If children have trouble in hearing which is not discovered, they may develop habits of aloofness, or self-distrust, and a feeling of inferiority. If their systems are absorbing pus from infected adenoids or tonsils, or from decaying teeth, they may appear dull and stupid, be retarded in school, and hence become discouraged, unhappy, and rebellious. They experience nervous irritation and restlessness. If children are undernourished, they are lifeless, impervious to ordinary stimuli, slow in movement, and indecisive in action; they are absent-minded and lack ambition; they are chronically uninterested, experience no positive, assertive, and unifying responses, and are more susceptible to disease.²⁹ Poor nutrition is responsible very often for retardation in school and its evil results. Insufficient sleep, wrong attitudes toward sex, lack of proper exercise, and poor functioning of the endocrine glands all play a part in behavior and need to be explored thoroughly when the behavior of children is being considered or studied.

29. Ibid., pp. 69-71.

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There is in health a condition of mind and body which results in greater power for work, in extra virility and courage, a greater power of concentration and persistence, and more verve and elasticity. A more cheerful and optimistic outlook on life is the result. Besides being an important factor in the work of body or mind, health has also a decided effect on temperament. "If the vitality of the nervous system is lowered and the nerve cells are depleted of energy, the intelligence is dulled, the feelings are depressed, and the will irresolute."³⁰ Therefore, it is important that anyone engaged in educational work should understand the main conditions that determine healthy life and growth, and know the effects of these on the power and skill of physical action and the tone and vigor of mental life.

30. W. P. Welpton, Primary Artisan Education, p. 179.

There is a certain amount of evidence to suggest

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CHAPTER IV

INDIVIDUALISM IN DISCIPLINE

Children, before they arrive at school age, have come under the influence of a vast multitude of experiences. They have acquired the mind sets and attitudes of those with whom they have had their being up until the time formal education begins. And then it is necessary for them to adjust themselves to an entirely new experience, with someone in control whose personality and attitudes will in their turn influence them for good or evil. Probably no teacher in our schools today even approximates the authoritarian tyrant of years gone by, nor fails at times to attain a few of the ideals of Rousseau and Froebel, but they tend to belong in one camp or the other, and thus exert their influence on the developing personality of the child. How did the movement for greater freedom for children in the classroom develop?

The practice of permitting children a great deal of freedom in the classroom goes back to the latter part of the nineteenth century to the time of William James, John Dewey, and some lesser educational writers. The theory that schools should be organized on the principle of child growth grew out of the work of Charles Darwin on evolution and the widespread discussion which centered around it. Ideas about child learning were reconstructed, and the thesis was developed

that "education is for behavior and habits are the stuff of which behavior consists."¹ It was John Dewey who had more to do with the educational revolution that then took place than any other educator of the time. Under James and Dewey, education was seen in terms of growth--physical, intellectual, social--all-round growth. The total child was envisaged.²

Instead of the practice of imposing education from without, with adult determined goals and methods, the child-centered school was to remake the child's experience by using his own self-experience in activities found in his own social environment. There was to be personal development, not fitting into a ready made concept of what he was to become by such things as conformity, training, and discipline. Thus the philosophy of self-expression came into the foreground in educational thought.

The social order of the adult world, which up to this time had set the goals and made the rules of the game, considered the educational needs of children satisfied if they came out of the schools with certain information and skills. Education had been for the individual development

1. William James, Talks to Teachers, p. 29, as quoted by Harold Rugg and Ann Shumaker, The Child-Centered School, p. 36.

2. Harold Rugg and Ann Shumaker, op. cit., p. 37.

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of each pupil with each child walled off in his own little world of learning individually undertaken. He was not to help his fellows in any way because that was considered cheating. (Do you think this attitude is extant? Even today, a notebook which shows too much evidence of being like someone else's notebook throws both students under suspicion; a theme too much like another's brings disappointed questioning on the teacher's part.) The "noisy silence" of the old order put a ban on speech unless a student were called upon by the teacher for a regurgitating of facts individually swallowed but often not digested. One wonders whether this supression of communication is not responsible for the fact that so many of the older school are inarticulate today from lack of early practice in speaking before groups. Some of us who were educated under such conditions are afraid of our own voices, in addition to being self-conscious about the possibility of making a grammatical error in speaking, even though we are perhaps better grounded in the subject than some of the glib talkers of the younger generation.

There were other great men of that time who had an influence on this new educational movement. Both Charles Sanders Peirce, the inventor of pragmatism, and Professor J. L. Meriam, who conducted a laboratory school at the University of Missouri, exerted a great deal of influence on this departure from formal education as it had existed

up to their time.³ Francis W. Parker, in 1912, stated in very compact and complete form the ideals and aims of this new education, in these words: "Here are the essential elements of the child growth philosophy: self actuated work, freedom with responsibility, real experience with actual materials, opportunity for varied expression, emphasis upon the individual, and yet recognition that the individual grows only as a member of the social group."⁴

In 1918, Kilpatrick made the philosophy of the child-centered school clear to the teachers of that day, and was instrumental in bringing about much experimentation with the new point of view. He urged that "the school become a place where actual experiencing goes on instead of memorizing."⁵ He pictured the older schools as being " a place where unwilling children go daily through the grind of acquiring for 'recitation' purposes adult formulated statements of race-achieved solutions to past problems."⁶ The atmosphere which was so suffused with restraint and suppression and the inarticulate child, where the words memorize, pay attention, and

3. Ibid., p. 44.

4. The Francis W. Parker School Year Book, The Social Motive in School Work, Vol. 1, p. 11, as quoted by Harold Rugg and Ann Shumaker, The Child-Centered School, p. 44.

5. William H. Kilpatrick, The Project Method, 1918, as quoted by Harold Rugg and Ann Shumaker, The Child-Centered School, p. 46.

6. Loc. cit.

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recite were so important, was to be a thing of the past. In its place would come freedom and not restraint, the active not the passive school, creative self-expression, pupil initiative and not teacher initiative, child interest as the deciding factor in determining the activity to be followed, and personal and social adjustment through group participation in school affairs.

What marvelous possibilities were envisaged for this new child-centered education! What noble, well-rounded citizens for a more perfect social order were to be produced by this policy of freedom with responsibility, self-actuated work, and opportunity for varied experiences. Even Rugg himself pointed out for us some of the earlier criticisms of the movement. He says:

"As the child's larynx was released and talking was encouraged, the new schools went the whole distance and became garrulous. . . . Many protagonists of a more orderly type of education condemned the whole philosophy of child-centered education because of the overt practices which they regarded as mere educational anarchy."⁷

Again, in speaking of intellectual achievement, he tells us that it was avoided by many of the newer schools.

"They stand for informality and they secure the outcomes of informality. They are too often conspicuous examples of following the path of least resistance. Since the needs of the child, if they are to be self-determined are naturally childlike and evanescent, the production of superficiality resulted."⁸

7. Rugg and Shumaker, op. cit., p.124.

8. Ibid., p. 140.

His criticism extends to the practice of many child-centered schools as being merely schools which were physically active, whereas the emphasis upon activity for all-round growth included a great deal more than mere physical activity.⁹

One claim made for the new schools was that they would help children to mature in the ability to live and work with others. Self-government, giving children responsibility for school duties, learning the rules of the game, social participation in group activities, the forming of good social habits, were to take place in concrete life situations. Informality, flexibility, and freedom were the watchwords of this new order, with eventually disciplined initiative sought for. Are there any definite records of how far these goals were reached? Rugg tells us that,

"the study of group conduct has only begun. The recent innovations have lacked measures and records. We have, for example, almost no eye witness accounts of what takes place in these social groups. We have much trial and error, much enthusiastic experimentation, but little evaluation. . . . It is one of the most serious criticisms of the new schools that they have as yet set up no machinery for the adequate analysis of their own practices in this respect."¹⁰

The criticism is still applicable.

Commenting on the attitude of the newer type schools toward discipline, Redasure wrote as follows:

9. Ibid., p. 124.

10. Ibid., p. 300.

"The child-centered school is the apotheosis of modern pedagogy, a school in which the relatively fixed aim of the state is ostensibly subordinated to the oscillating will of the pupils. Thus uncritical use of the project method and tender regard for the 'sanctity of personality' foster widespread indulgence in pupil whims and impart a demoralizing sentimentality to the education of even post-adolescent boys."¹¹

He holds the view, on the contrary, that obedience is the essence of discipline, and that we need to do all we can to create the habit of obedience in "instant, positive response to orders."¹²

Answering Redasurc, A. S. Clayton is forced to admit that "many would agree that there is inadequate discipline in today's social order and in its educational enterprises."¹³ He, as did the early advocates of the child-centered school, believed that the discipline of external force of the dictator, the parent, or the teacher should be replaced by behavior which is capable of wise self-direction. For this we need standards of behavior which are understood, accepted, and lived, but not dictated standards. Instead of a system of education based on obedience as against an education based on pupil whims, Clayton says we need training in the "persistent search for the consequences of one's behavior and the assiduous regulation of behavior through a preview of consequences."¹⁴

11. John Redasurc, "Basic Training for a Possible Next War," School and Society, 63:1641 (June 8, 1946), p. 404.

12. Loc. cit.

13. A. S. Clayton, "Discipline and Obedience," School and Society, 64:1649 (August 3, 1946), pp. 85-86.

14. Loc. cit.

The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1911.

The Board of Directors has appointed the following committees:

1. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Western Union Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

2. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Bell Telephone Company, and to report thereon to the Board of Directors at its next meeting.

3. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the National Telephone and Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

4. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Western Union Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

5. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Bell Telephone Company, and to report thereon to the Board of Directors at its next meeting.

6. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the National Telephone and Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

7. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Western Union Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

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12. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the National Telephone and Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

13. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Western Union Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

14. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the Bell Telephone Company, and to report thereon to the Board of Directors at its next meeting.

15. A committee on the part of the Board of Directors to study the question of the proposed consolidation of the American Telephone and Telegraph Company with the National Telephone and Telegraph Company, and to report thereon to the Board of Directors at its next meeting.

In an article about progressive education, Boyd H. Bode relates that the proponents of this new theory of child training finally split into two groups. One group, the left wing or radical group, was sentimental about children. The educators of this group thought of children as little angels who must be protected against the tyranny of adults. "By tyranny is meant 'make demands on the child against his will.' This is called 'imposition'; it meant that we make the child do what we tell him for no better reason than that we are bigger than the child."¹⁵ This group believed in treating children with sweetness and light instead of talking about duty, coercion, and discipline. Bode's comment is that this form of belief about the proper education of children led to some very poor results, such as permitting children to be unmannerly and to monopolize the conversation.¹⁶ The less radical group among the progressives called themselves proponents of the child-centered school because they "preferred moral suasion to regimentation, they emphasized the importance of interest, and because the seats are not fastened to the floor."¹⁷ However, he believes that the child-centered school is here to stay, since it represents a beginning at educating

15. Boyd H. Bode, "Is Progressive Education Obsolete," School and Society, 66:1718 (November 29, 1947) p. 414.

16. Loc. cit.

17. Loc. cit.

It is noted that the following information was received:

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for participation and for membership in the community. Since this is the present aim of education, we cannot hope to so educate them by treating all students in the same manner.

Still later John Holden said that,

"Schools should develop character. Character is a by-product of hard work. Our boys and girls are not studying hard enough. They spread their attention too thinly over too many subjects. . . . Pedagogues insulate themselves against these criticisms by the soundproofing of a spurious modernism. They chant loudly the psalm of soft pedagogy: 'Make it easy, make it pleasant! Discipline is old hat now!'"

Cecilia A. Hotchner, in commenting on the present day practice often followed of not forcing a child to do what he does not want to do, has much to say about the child-centered school. She writes:

"Education and discipline are so closely associated, that it is impossible to discuss one without the other. Learning requires self-discipline; discipline requires the cooperation of school and home. When a child of six says to his teacher, 'You can't make me do this,' the discipline problem has become a triple matter."¹⁹

That is, a three-way relationship results, between the child and its parents, the teacher and the child, and the parents and the teacher. Very often not a single person either at home or at school makes him do something he does not want to do, is her comment.²⁰

18. John Holden, "Hard Work--For Character," Education, 68:217 (December, 1947), p. 17.

19. Cecilia A. Hotchner, "Educational Reform--An Urgent Necessity," School and Society 65:1680 (March 8, 1947) p. 179.

20. Loc. cit.

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"Pragmatic education," she adds, "has much to account for in this very serious situation for the part it has played. It is a strange psychology that prompts some educators to advocate such complete freedom for children that they are urged to do what they please, when they please, and as they please with no thought of or responsibility to others."²¹

She goes on to state that such an education cannot fail to breed a selfish, thoughtless, uncontrollable generation, and says that too many children are brought up today with no respect for educators, education, parents, or the law.²² Is this writer exaggerating? Have you ever listened to a child speak improperly to his parents, or address his grandmother by calling her an "S.O.B.," as was overheard not too long ago? Children are too often brought up with the idea that no one has any authority to direct them, and that above all, "since education takes energy and time and concentration, they need not exert themselves if they do not care to."²³ Many and many a teacher has sent on to the next grade poorly prepared students with whom the teacher higher up must try to do her best.

In contrast to this, listen to what Pullias has to say:

"The pressure is great and mounting to return to the old discipline, by which is meant a continuous, external type of control that at its best has never produced anything better than fear ridden slaves or efficient armies of conquest. The so-called old methods have been tried and have brought into being the selfish, cynical, strife-filled world."²⁴

Can anyone say that there is not much evidence to support his position?

21. Loc. cit.

22. Loc. cit.

23. Loc. cit.

24. E. V. Pullias, "Discipline and Mental Hygiene," Education, 66:9 (May, 1946), p. 572.

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Frederick S. Breed wrote scathingly of the newer ideas of discipline, saying that the radicals "plump heavily for individual liberty."²⁵ He states that they had no misgiving at all about allowing children too much liberty.

"It did not seem to dawn on the emancipators of youth that freedom can be abused from the cradle to the grave. They made attractive addresses on education for democracy, but the education they sponsored was a better preparation for anarchy. Their respect for individuality won approval until it was seen that the exaggerated form which they championed amounted to a degree of individualism inconsistent with American democracy. They appeared not to understand that our type of government aims at a balanced respect for individual and social values; that constitutions, statutes, and customs define limits of individual freedom; that ours is a government of liberty within those rules or conduct known as laws."²⁶

Many other recorded differences of opinion about the values or dangers of the relaxation of external restraint and suppression of action as exemplified in the theory of self-expression can be found. It will be interesting to note in a few case studies some of the effects of allowing a great deal of freedom, both by examining a few teaching situations and seeing some of the results in the lives of an equal number of children selected for study. There are not to be considered as proofs of any specific point, but merely as illustrations to show some of the results observed.

25. Frederick S. Breed, "The Grip of Tradition on the Schools," Elementary School Journal, XLIX:1 (September, 1948), p. 18.

26. Loc. cit.

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Case Studies of Children Allowed a Great Deal of Freedom

Case Study A

Case Study A is the study of a girl, fourteen years of age. Her mother and father were each employed. The mother worked primarily so that she could buy pretty clothes and give her child every wish. As a consequence, the child hated herself and was hated by practically everybody else; in other words, she was a spoiled brat with a capital "B." Because she had absolutely no authority at home, and because she had reached the age when she thought she should decide things for herself, she said no one had any authority over her and that nobody could make her go to school. She was impudent to the school authorities, and dared the Juvenile Court authorities to take her to the Juvenile home.

When she was taken to the Juvenile Home, she told the superintendent there that she never had had a boss, and that she never intended to have one. She stayed there, nevertheless, and complied with the regulations. During the interval this girl was in the Juvenile Home, her parents were made to realize that what had happened to her was definitely their fault.

She stayed in the Juvenile Home three months, and in the meantime joined the church and became interested in Sunday School work. She was outraged at some of the sex delinquents, whom she met for the first time. This girl could not be classified as a delinquent, but simply as a totally undisciplined, overloved, spoiled child.

The school authorities could not cope with her, because the parents would not allow them to discipline her. The parents employed an attorney to try to keep the girl from being brought into the Juvenile Court, and even the attorney was amazed at the childlike views these parents had on the management of children.

This child is now back with her parents and back in the same school, and she is now quite an attractive, cooperative, understanding youngster. In fact, she has been quite a great help in the re-education of her parents. The mother gave up her job and is making a much happier home, even if the family income is less.

Case Study B

Case B is also that of a girl, fourteen years of age. This girl's mother died when she was six, and her father and brother raised the child. They were a little too good to her. The father did all of the housework, cooking, etc., and bought all her clothes ready made. The child had too much time on her hands, and as a result acquired the companionship of older girls, who persuaded her to become a truant.

The complaint came from the school authorities that she was impudent, insolent, and beyond the control of the principal and homeroom teacher. It almost broke her father's heart when she was taken to the Juvenile Home.

She was very cooperative there and seemed to be quite happy, and at Christmas time when the other youngsters were going home for the holidays, she asked to be allowed to go home to her father. But when it was time to return to public school, she ran away from home. The police authorities were notified, and about ten days later her father reported that a burglar had entered the home and money was stolen from his pocket. He suspected this daughter, because she was the only one who knew this money was due. The girl was apprehended in due course of time, and it was she who had stolen the money. At the present time she is in a State Industrial School for Girls for one year, or until legally released. It is felt that the training and discipline that she receives there, plus the fact that she will have a year in which to mature, will bring about the desired changes in her attitude toward authority and responsibility.

Her school records had been good up until this year. She blamed her misconduct on the fact that she did not like her particular school teacher, but knowing the teacher, it was felt that this was just a form of escapism for the girl, because she was really a victim of bad companionship while she was away from her family.

Case Study C

Case C is a study of a boy, about fifteen years of age, who is an only son. He is the apple of the mother's and the grandmother's eye, and the poor father, browbeaten and hen-

pecked, does not dare to discipline the boy. He has too much money to spend, and has too much leisure time. Although he has a fine mind and could do his school work satisfactorily, this past year he has gotten straight E's. The mother, of course, blames the school.

While this boy was plundering around at three or four o'clock one morning, he was picked up with a crowd of boys for stealing milk. In the process of investigating the case, it was realized that the fault lay with the mother and grandmother, who worshipped this boy and who believed that because he was of their own blood, he could do no wrong. These two persons built alibis for the boy which were almost beyond belief.

He was permitted to stay in his home, but the case was followed thoroughly by the authorities. He had to report once a week with a statement from the school about his work, and one from some neighbors who could be trusted in reporting his home conduct and the hours at which he was at home.

This lad had little respect for his father because the father had not been self assertive, and he thought it was a tremendous joke the way he could wheedle his mother and grandmother.

Because of his mental ability, it is felt that he will snap out of the particular situation in which he found himself, and that he will outgrow the possibilities of failure which he had faced.

Case Studies of Teachers Allowing a Great Deal of Freedom

Case Study D

The first case study of a teacher is one who allows a great deal of freedom in her classroom, but secures excellent results.

She spends a good deal of time on preparation after school. Her room is divided into levels of ability in reading and numbers. The atmosphere of the room, a second grade, is one of cooperation and order.

Of an artistic turn of mind, she has her room decorated with interesting objects at the eye level of the children. She never raises her voice, which is soft, clear, and well modulated. While never at a loss for words, she does not talk needlessly, and she very seldom repeats anything.

Her principal described her as one of those well groomed, extremely well poised teachers who never lose their temper or speak harshly. She makes each child think that she has a personal interest in him, and encourages the children in her group to find outside interests and to develop hobbies. She has two children of her own.

Her work is organized to the extent that practically everybody in the room participates in the pupil activities at one time or the other during the day. The pupils are encouraged in original thought and action to the extent that it contributes to the program. She handles practically every phase of her pro-

CHAPTER I

The first half of the century is marked by the discovery of gold in California, the invention of the steam locomotive, and the establishment of the first transcontinental telegraph line.

The second half of the century is marked by the discovery of gold in California, the invention of the steam locomotive, and the establishment of the first transcontinental telegraph line.

The third half of the century is marked by the discovery of gold in California, the invention of the steam locomotive, and the establishment of the first transcontinental telegraph line.

The fourth half of the century is marked by the discovery of gold in California, the invention of the steam locomotive, and the establishment of the first transcontinental telegraph line.

The fifth half of the century is marked by the discovery of gold in California, the invention of the steam locomotive, and the establishment of the first transcontinental telegraph line.

gram herself, being very versatile and cultured. Her acquaintance with children's literature, games, and music is broad and comprehensive.

The training of this teacher has been principally on the job training, although she has taken continuous work through the years, and just recently completed her work for a four-year degree. She had no college work when she began teaching, her only experience having been in the business world. She took an examination for a second grade certificate about twenty-five years ago and began her tenure at that time. In this case, it is the personality of the teacher and the perfection of her organization that form the foundation of the control of her children.

Case Study E

The second case studied so far as allowing a great deal of freedom in the classroom is concerned, is that of a young teacher who has just finished her first year of teaching. She had quite a bit of work in sociology and psychology in college, but no training in educational methods. All her training has been obtained on the job. So far as her practices in controlling her group are concerned, she based everything on what happened in her own schooling and what her principal was able to help her with in her first year. This teacher was also helped by inter-visitation and she had demonstration teaching done for her several times.

She did quite a bit of reading in an impractical way, and somewhere ran across the statement that the children were to be allowed to do as they liked, but so much of what was done was not educational. The annoyance that the other teachers suffered from the fact that she was not able to discipline the children was very great. What she did not know was that children will want to do what you want them to do if you are clever enough to bring them around.

Her voice is naturally pitched high, and is loud, twangy, and harsh. She made no effort to bring about an improvement in this respect. The harder she taught the louder her voice got, talking over the noise of her group. She snapped instructions and barked them out. When an attempt was made to discipline, she took a buck sergeant attitude, so that the children would do things then especially to defy her. They took their own time in complying with her requests, because they knew she would bark at them again later. Some of the children in her group became problems who had never been problems before. The parents of some of them felt that it would be a good thing if they could just get their children out of this class, and some of the reasons they offered were unjust to the teacher.

So far as the scholarship attainment of her group is concerned, the Stanford Achievement Tests at the beginning of the year showed a rating for her group comparable to that of the

other grades of the same level she had. At the end of the year it was found that so far as the median or average for the class was concerned, it had practically stood still.

Her grandparents and her father and mother have been teachers, but she herself never expected to teach.

Case Study F

The third study of a teaching situation has to do with a sixth grade in which a happy attitude prevails, one reason being that the teacher of the group treats the children on a level with her, and another that she really loves them. She makes them believe they are as capable of doing the things required of them as she thinks they are. The teacher-pupil relationship in this group is excellent; the students feel very close to her and adore her, but they still have respect for her and seem to follow her judgment.

There is in this group no teacher domination at all, but guidance toward the acceptance of responsibility. The children assume the leadership; the teacher does not run the class as is so often the case. They have a class president. As leader of the group, she guides them into making their own decisions, although they are not conscious of what they are doing. Instead of answering them directly with a statement, she very often replies by asking them questions, to which they frequently give intelligent and thought-provoking responses. They feel her interest in them, and since she guides them into

deciding things for themselves, they do not feel dominated. Many of the parents of children in this group report that they have also assumed leadership at home.

This class opens each day with a planning period in which the group plans what they are going to do that day. All the children do not do the same things at the same time. The pupils work in groups of three or four, with the teacher acting as a leader of each division, only stepping in as help is necessary. She evidently spends hours outside the classroom preparing her work, for she has too many things going on at the same time not have made a great deal of preparation beforehand. This thoroughness of organization is essential if a group is to be handled as hers is.

Just after the planning period, the work of the day before is discussed. Individual errors are not brought to the attention of the group, but all the errors found, with no reference being made to individual mistakes. One of the attributes which makes her so well liked is her happy faculty of being able to say kind things when something goes wrong. Her generous use of praise wherever it is possible to give it also makes for the good feeling which exists between her and her students.

The teacher who had this group before the present teacher took them over, gave them a black eye. This past year there has been very little trouble, but when the time came to be

strict, this leader of children acted quickly and handled them with very few words. When necessary, she could be firm, but never raised her voice.

She is a leader among adults, and has a genuine love for people. When she sees someone who needs help she is ready to offer her assistance immediately, but she does not push herself on people. Her personality is such that she is a leader in her faculty group.

This teacher likes pretty clothes. She is one of those individuals of whom it can be said that they stand out in a crowd.

What about the scholarship attainment of this class during the year she has been with them? From the tests given it was shown that her students, on the average, advanced more than one year and two months in the year's time.

It is not possible to draw any definite conclusions from these few case studies. In the cases of the three children cited, the home influence seemed to be strongest, but in each one of the three the school situation entered into the picture. The personality of the first teacher, who was described as a perfect teaching personality, and the organization of her program had a decided effect on the control of her group. She had also had many years of experience, while the teacher who was so weak in handling her children was the victim of poor training and inexperience. The third teacher described possessed

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personality traits which make her a leader of children and adults alike. She, too, displays great ability in the organization of her work.

The purpose of this study was to determine the effect of the use of the word "and" in the title of a paper on the number of citations it received. The study was conducted by comparing the number of citations received by papers with the word "and" in the title to the number of citations received by papers without the word "and" in the title. The results of the study showed that papers with the word "and" in the title received significantly more citations than papers without the word "and" in the title.

CHAPTER V

GROUP REGIMENTATION IN DISCIPLINE

As any principal of any school will tell you, the control practices of his faculty vary to a considerable degree. Sometimes children find themselves in an entirely different classroom atmosphere than the freedom-with-responsibility advocated by the newer approach to this phase of child education. They often come under the control of one who believes in at least some degree of authoritarian discipline.

To make a word picture of a teacher who believes in and practices authoritarianism in discipline by bringing together some of the descriptions and comments given by those who have reviled her, is astounding, since so many teachers are still thought to be somewhat of that ilk. What are some of the things said of this type of teacher, of whom we still have many of varying degrees in our midst? She has a repelling voice and a bitter, sarcastic mode of speech; she is severe, fussy, and frequently ill-humored; she uses harsh epithets, ridicule, sarcasm, belittling, and threats to keep her group under control; she makes minute rules for behavior and sometimes uses physical force to secure obedience to them; she expects unquestioning, prompt, and habitual obedience; she really makes trouble for the disloyal or non-conformist; she scolds, frowns, and finds fault; she makes unreasonable demands; she ignores the personality of those under her care; she inflicts

immediate punishments, and she creates resentments.

And what would a word picture of the children under her control be like, according to what many have said about them? They sit with eyes front, memorizing lessons from dull, required texts set out for them to learn; they appear to pay attention; they walk on tiptoe and speak in well mannered, subdued tones; they recite when called upon; they listen, and woe betide the whisperer; they are docile, frustrated, anxious, rejected; they are coerced, intimidated, and followers of patterns set out for them to learn; they are passive and quiet, with no talking or moving about allowed until the teacher gives permission or orders; they work by themselves because they might otherwise be suspected of cheating; they are always trying to make the highest mark in the room, unless they have found to their dismay that they never will be able to be at or near the top in their class.

What language describes the results attained? For one thing it is said that such an atmosphere furnishes plenty of reasons for children to dislike each other; it causes children to seek advantage of each other; for some of them it provides an unhealthy pleasure in witnessing the discomfiture of an offender against any of the rules set up; it increases stresses and strains for the sensitive children in the group; it restricts friendship and creates conditions where no active concern for the well being of others is a part of school exper-

ience; it does not serve as a medium for building wholesome respect for other people; does not take into account causes of behavior; does not provide for the basic satisfactions; brings about feelings of inadequacy, inferiority, and insecurity; perpetuates the dominance-submission theory; prevents learning to assume the burdens of freedom; is not the means of making a child exhibit orderly, responsible conduct; does not build up a cooperative spirit, and brings about resentments which have a profound effect on the life of the child.

It is a wonder that we have any fairly normal people in our midst today, for many of us are products of schools and homes where authoritarianism in discipline in various degrees, of course, was the proper procedure to follow.

Going back historically in our examination of the conflict of the two points of view on discipline, Pickens E. Harris says of education in the middle of the nineteenth century:

"Accompanying. . .the growth of a spirit of freedom and increased intercommunication, there was what was regarded as a wave of insubordination in the schools, and a correlative decrease in the effectiveness of customary methods of control. Attempts to solve the problems of more effective control by a renewal of emphasis upon traditional methods of stern discipline met with failure. Conservative and liberal thinkers were equally certain that their respective theories of more rigid control and increased freedom should improve the situation. The introduction of milder methods was attained at the expense of considerable discussion. . .But because the formulation of a new conception of control was neither widely prevalent nor explicit. . .the change seems to have

been in the methods by which prompt obedience and conformity were to be attained."¹

Toward the latter part of the nineteenth century, efforts were made to provide control through improved methods of teaching and through activity and object teaching. One of the factors responsible for this movement was the influence of Pestalozzi's teaching. Gradually it came to be recognized that authoritative control failed to check the increase in crime which was noted at that time, and that it was not effective in securing the needed civic virtues. The social basis of moral control, with much greater emphasis on activity and the necessity of building an ever increasing sympathy between teacher and pupil began to be stressed.²

By 1890 the kindergarten movement became a widely accepted prefix to the elementary school. It brought about a greater understanding of the active capacities of children and showed the close relationship which exists between the intellectual and moral factors of growth. Instead of the earlier authority based on religion, the demands of society and the needs of child nature were to be the source of authority.³

Herbartianism was next historically to influence school discipline. Systems of ideas from carefully selected subject

1. Pickens E. Harris, Changing Conceptions of School Discipline, pp. 67-68.

2. Ibid., p. 98.

3. Ibid., p. 140.

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matter along with a number of other factors such as the teacher, methods of teaching, and improved conditions of school life, were to be the unifying principles and influences in character formation.⁴

Still later came the child study movement, which focused attention on the need for studying and determining individual differences, and on an increased sympathy for childhood, with all its implications. Upon the heels of this movement we find the demand for better citizenship training, emphasizing social pressure or public opinion as the central factor in control.⁵ The plans for shifting discipline to the pupils themselves in self-government schemes were many. The necessity for an understanding of the consequences of actions, with continual teacher guidance, began to be emphasized.⁶

Let us examine two opposing statements on discipline to show the vast gulf which came about in ideas on this problem in America from 1832 to 1888. The first was written by Jacob Abbott, who said:

"The first step which the teacher must take. . . is to obtain the entire, the unqualified submission of his school to his authority. . . a government not of persuasion, not of reasons assigned, not of the will of the majority, but of the will of the one who presides."⁷

4. Loc. cit.

5. Ibid., p. 262.

6. Ibid., p. 263.

7. Jacob Abbott, "School Government," American Annals of Education, Vol. 2, 1832, p. 90, as quoted by Pickens E. Harris, Changing Conceptions of School Discipline, p. 22.

And then listen to T. J. Morgan:

"A child that grows up under subjection to authority, doing from day to day simply what is required because it is required, judging himself and being judged by others by the standard of conformity to statute law, obedience to authority, is not a free being, does not enjoy liberty, and fails utterly of preparation for citizenship in a free state. . . . The only discipline that fits for freedom is liberty. . . . It is a serious misconception of human nature to suppose that the child is not fit for freedom till he arrives at maturity. . . . The day of submission to authority is fast passing away."⁸

But was it fast passing away? Not according to Bagley, who, writing in 1914, said:

"The school must continue to resemble in many ways the old order in which a single individual imposed his will upon the group, and the conception of school discipline must continue to reflect some measure of arbitrary dominance and repression."⁹

William J. O'Shea in commenting on school discipline after the first World War, stated that the application of discipline in the teaching of children was equally as necessary as it was in an army. He emphasized that they must be orderly and quiet before they can be taught, and to get this condition, authoritative discipline was necessary.¹⁰

Very much later, Hotchner in speaking of some of the practices of pragmatic education, wrote with extreme criticism

8. T. J. Morgan, "Education and Freedom," Education, Vol. 8, 1888, pp. 571-577, as quoted by Pickens E. Harris, op. cit., p. 129.

9. W. C. Bagley, School Discipline, Ch. 1, as quoted by Pickens E. Harris, op. cit., p. 129.

10. William J. O'Shea, The World, as quoted by Pickens E. Harris, op. cit., p. 3.

of our present day attitude toward discipline, and said as previously stated, that it cannot fail to breed a selfish, thoughtless, uncontrollable generation.

The controversy still goes on. Lafferty, in describing the two factions that are at present in existence in American education circles in regard to discipline, says: "In endorsing discipline--the physical kind--the Conservative is regarded as the number one runner-up to the Beast of Belsen and Simon Legree."¹¹ Anent the progressive attitude he states humorously:

"Discipline other than self-discipline is something no self-respecting Progressive will talk about. It belongs in the same category as off-color stories. There is only one time when Progressives resort to this throwback to primitive days--when a lad shows impatience with doing the things he wants to do. At such times the animal in the Progressive may assert itself, but only then. And even then the Progressive is usually thoroughly ashamed of himself afterwards."¹²

John Dewey himself reprimands progressive education in these words:

"Yet I am sure that you will appreciate what is meant when I say that many of the newer schools tend to. . . proceed as if any form of direction and guidance by adults were an invasion of individual freedom."¹³

Thus the greatest leader of the movement decried the practices of the lunatic fringe who went to extremes in some of their practices.

11. B. L. Lafferty, Sense and Nonsense, in Education, p. 135.

12. Loc. cit.

13. John Dewey, Experience and Education, p. 10.

Many other writers can be cited who speak for the values of exercising authority in control. Riebe, Nelson, and Kittrell stated that in the school as in society, individual freedom should not be permitted to interfere with the rights of others. "The pupils must, therefore, be led to respect properly constituted authority, and must be taught to render willing obedience to law that is designed to protect these rights,"¹⁴ even though self-expression is to be encouraged if it does not conflict with authority.

Ross L. Finney speaks thus: "Compulsory obedience is often a most effective type of moral education, provided the code enforced is intrinsically good. . . . Moral education needs a reinstatement of discipline."¹⁵

In dealing with the subject of character building, Demiashkevich wrote that in his opinion there is one very important device in character building which definitely should not be neglected, as has been the case in a great many schools. This device is school discipline. Hear his comments:

"Because imprudently applied at times, school discipline has been universally attacked, on principle, by some educators and its actual neglect has been elevated by such educators almost

14. H. A. Riebe, M. J. Nelson and C. A. Kittrell, The Classroom--Management, Administration, Organization, p. 272.

15. Ross L. Finney, A Sociological Philosophy of Education, p. 309.

Some of the most important of these are the following:

1. The fact that the law is not a mere collection of rules, but a system of principles which guide the action of the courts.

2. The fact that the law is not a mere collection of rules, but a system of principles which guide the action of the courts.

3. The fact that the law is not a mere collection of rules, but a system of principles which guide the action of the courts.

It is a well-known fact that the law is not a mere collection of rules, but a system of principles which guide the action of the courts. This is a well-known fact, and it is a well-known fact that the law is not a mere collection of rules, but a system of principles which guide the action of the courts.

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to the status of pedagogical virtue. This seems a very dubious sort of virtue when the meaning of school discipline is properly understood."¹⁶

George C. Kyte reminds his readers that one of the responsibilities of the teacher in dealing with cases of misconduct in the classroom is that he shall exercise the type of police power which arrests misbehavior, and which he is entitled to use as the legally constituted authority representing the state.¹⁷

It is possible to find other authorities who speak for a return to a greater degree of external control in the classroom, but it will be interesting and informative to examine case studies of a few students who came under authoritarian discipline, principally at home in the instances cited, and of some teachers who believe in this method of control.

Case Studies of Children Under Authoritarian Discipline

Case Study G

Case G is that of a boy ten years of age, who was adopted by a pair of retired school teachers. This couple, to begin with, ought never to have been given the child because of their advanced years and because of their point of view as far as

16. Michael Demiashkevich, An Introduction to the Philosophy of Education, p. 307.

17. George C. Kyte, The Principal At Work, p. 307.

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discipline is concerned. The old couple were very well educated, had traveled widely, and on the face of the situation, it would appear to an untrained worker to be an ideal placement because they had money, culture, and time; but then had no understanding of a little child.

The authority reporting the case was called into it by the sheriff, who had been summoned by irate neighbors because the adopted parents had lashed this little boy until his body was almost raw from his many beatings. They believed in the theory of "spare the rod and spoil the child." It was most difficult to work with this elderly couple because they felt the investigator was a meddler and a sympathetic "sob-sister." They felt that this entire generation is so lax in discipline that that was the reason their boy is a thief and a liar. The child stole money from them to buy sweets. At their advanced age they had lost their taste for sweets; and, therefore, because sweets were not good for them, they felt the child should not have any. He lied to them regularly because he knew he would be whipped whether he told the truth or a lie, since he could not please this old couple, who had set aims too high for this retarded member of society. If his report card showed marks of "D" or "E" which were his natural earnings, he was severely whipped, so often the teachers gave him a "C" when he ought to have had a lower mark, for they knew the kind of punishment he would receive.

When the man died, it became necessary to remove the lad from this home. At the death of the husband, the woman became to emotionally wrought up that she was glad to be relieved of the responsibility of caring for the boy for the time being. She wanted to keep him a baby because he could not learn as fast as the children of his age group; and rather than accept the fact that he was mentally slow, she tried to dress him in clothes that were two sizes too small. The children at school teased him about his clothes, and when they helped damage these clothes in play, he was whipped.

This child remained in the Juvenile Home until the close of school, at which time he was allowed to return to his adopted mother, because she had to leave for another state to settle her husband's estate. The juvenile authorities in that state have been informed of the case and have been asked to keep in touch with it.

Case Study H

Case H relates the story of a fourteen year old girl, who is the third member of a family of seven children. Her two older sisters ran away from home and were married when thirteen years of age. When she was thirteen, her father brought her to the proper authorities because she had been staying away from home overnight. After investigating the case, it was soon recognized that this was a story of extreme domination on the part of the father and "smother" love on the part of the mother.

10. *Staphylococcus aureus* (100 µl)

When members of that household reached the age when they should be permitted to begin to decide at least some things for themselves, they were prevented from exercising any self assertion due to the father's attitude.

The school authorities had complained that her language had become obscene and vulgar, and asked to have her removed. The teachers had been very sympathetic with this family through the years, because they had taught the older daughters and were acquainted with the younger members and the parents. They had put forth every effort to try to change the point of view of the parents, and the same effort was made through P.T.A. study groups. No headway was made, however, since both parents were very much set in their own pattern of parenthood.

This girl was placed in a foster home with a very fine pair who are "naturals" in handling this type of case. They have succeeded in bringing her back to a proper pattern. She is musically inclined, and was encouraged to develop that talent, being given opportunity for self-expression through her music. She is also a good swimmer, and was encouraged in that kind of success.

Case Study I

Case I was a runaway boy from Arkansas. In sizing up this boy, it was evident that he was not the true runaway type. He was a clean cut youngster, who had never had an opportunity for self-expression. It was thought best to place him in the Juvenile Home, awaiting communications from his parents and from a brother in Philadelphia and another brother in Pittsburgh.

The first comment about this lad came from the directors of the Juvenile Home, who called him the "out-workingest" boy they had ever had on the premises. No task was too great for him; and not only that, he saw work to be done. This in itself was a great shock to the superintendent of the home, who always had to put boys to work. The boy was very cooperative and tried to follow through on any suggestions made by the management of the home.

The second thing that gave a picture of his home life came from the letters received from the brothers and his father. The father and mother are very hard-working people, who were eking out a pitiful existence from a poor Arkansas farm. Thus to the discipline of hard work in the life of this child, had been the harsh, unyielding authority of both the father and the mother. This was responsible for the fact that the two older boys also ran away from home. Each of the older brothers has made good, and each offered a home to this younger brother.

Because the boy was sixteen, he was placed in a job, where he is now a very popular employee. He is boarding with a good family, with whom he has become thoroughly adjusted.

Case Studies of Authoritarian Teachers

Case Study J

In talking with a principal about school discipline, she told me that she recalled a teacher who was transferred to her school about twenty years ago. This individual was a big,

muscular woman, who was a religious fanatic. You could not get into her room for spit balls and erasers flying, and all she seemed able to do about all the misdemeanors was to slap faces.

This teacher had a group of overgrown, overage, sixth grade boys and girls, a condition which was not unusual twenty years ago before age charts were considered in child placement. She believed in slapping children across the mouth, and one day a pupil from her room ran to this principal's office and said she believed that a boy who had been slapped by the teacher would kill her if someone did not get there quickly. Upon entering the room, the principal found that the boy had ripped a board off his desk and was about to strike the teacher. Control of the situation was quickly secured.

The boy in this case was seventeen years old at the time. Of course, he had no business at that age being with this group, all of whom were younger than himself. He was a slow thinking, rural youngster whose parents were determined that he was going to graduate from high school.

The teacher was transferred immediately because none of the children respected her. She was forty-five years old at the time of this occurrence, and had had relatively little training for the work she was doing. In fact, she had only done some summer school work. Her certificate was one acquired through a teacher examination; hence her failure can probably be traced partly to lack

of proper training. The scholastic results of her group were negligible because she did not know how to teach, and yet she had been a school teacher for a great many years.

Case Study K

The second study is of a teacher who believes that children should be spanked. She is an older teacher who will tell you very frankly that what was good enough for her is good enough for the children under her control. They fear rather than respect her and have no real regard for her.

A great many of the children under her guidance are inclined to go into their shells and stay there, and there is little participation on their part in group activities at school. They are afraid they will do something wrong and seem to be in a repressed condition.

When you do get a child leader from her group, he is inclined to be dictatorial himself. In the school boy patrol, boys who have been under the influence of this teacher who uses authoritarian control, take their positions on the patrol as an opportunity for exercising authority themselves, instead of looking at it as a job which calls for leadership among children. These boys have had to be taken off the school boy patrol because they were inclined to push people around rather than help them.

The children in her group lose all restraint when this teacher is absent for any reason. Several times a substitute

has been brought in, and the class has gone wild on the playground and in the lunchroom. The trouble is that they have been intimidated into behaving themselves, and in order to gain control, the substitute must use the same methods. This teacher has failed to build in her group an attitude of self-restraint and self-control.

Case Study L

The third study of an authoritarian in discipline is a teacher, who according to her principal, gets results in her teaching. Her group learns the fundamentals, but the proper motivation is lacking. The children learn more through a fear of not knowing than from the desire to know, and the learning is more from books than from field trips and excursions.

This teacher is of the older school and is herself not a happy person. You can tell when people enjoy their work. Her work is mostly drudgery; she does not get the satisfaction from it that the average teacher gets.

Her voice is very pleasant, and she is always neat in appearance. Her clothes, however, are always of the sober type, with never a pretty, bright flower which would brighten up her dress, or a string of beads that would fascinate the children.

She is a good organizer, and sticks right to her plans. Her classroom housekeeping is perfect, and the housekeeping of her pupils is excellent. The difficulty is that she over-

does it. She would probably not keep pretty pictures made by the children if they wanted her to, because they would clutter things up too much. Her room is always neat, and she does have pretty pictures hanging at the eye level of the children, but they are not pictures made by the children.

This teacher holds a four-year degree and is especially trained for elementary school work. Her preparation was obtained a good while back, however, before the more modern training had begun. She has only done a little recent studying along the line of modern tendencies.

Often children will ask permission to go into another section of the same grade instead of into this teacher's group. A good many parents, however, ask that their children be put into her room, because they feel that their children need more strict discipline than they have been getting.

Her principal considers that she is really good for some of the students, especially if they come from homes where the discipline has been very lax. After one year in this teacher's room, her principal is always careful to see to it that this group is placed under a teacher with different ideas and methods of teaching. There are, in the opinion of the head of this school, always some students who need quieting down by a teacher of this type.

This teacher tends to consider many things problems that those trained in more modern methods would not consider problems, because some things are just normal for children to do. She

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also tried to make all the children in her group fit into the same pattern instead of allowing each individual personality to develop.

Summary

The first case study of the ten year old boy shows that the educated people who had him under control were lacking in an understanding of childhood. The circumstances related about the Arkansas farm boy and the girl in the second study indicate that both had little chance for self-expression. The three teaching situations examined give some of the good and bad effects of authoritarian control in the classroom.

CHAPTER VI

A DESIRABLE DISCIPLINE

TO EDUCATE FOR LIVING IN A DEMOCRACY

All of us who are interested in the education of children are still in need of a philosophy of control, because as is evidenced by views recorded of present day writers in the field of education, there is even yet disagreement on this subject. It may be that our differences are more apparent than real and that the following statement by Frank D. Ashburn tells the story more accurately:

"The fact is that the good progressive schools today are remarkably conservative and the good conservative schools are remarkably progressive. They are still different and that is a social good, but their points of difference are more marginal than central."¹

But the very fact that there are still differences of opinion is indicative of a need. Perhaps the fault lies in the fact that indefiniteness rules and that as yet few careful studies of the results of either approach toward control measures have been made. What a fund of information would be possible if some educator using the authoritarian method of control had recorded for careful analysis every instance of misbehavior on the part of his students over a period of

1. Frank D. Ashburn, "Our Schools Face Their Greatest Challenge," The New York Times Magazine, September 23, 1945, p. 51, as quoted by L. M. Lafferty, Sense and Nonsense in Education, p. 140.

THE REPORT

I. GENERAL PRINCIPLES

THEORY OF THE STATE IN A GENERAL WAY

It is an old and well-known fact that the state is a social organism. It is a body of men, organized for the purpose of maintaining order and justice. The state is not a mere collection of individuals, but a living entity, with its own life and its own laws. It is a body that grows and changes, and it is subject to the same laws of development as any other organism. The state is a social organism, and it is the duty of the citizen to understand its nature and its laws, and to act in accordance with them.

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The state is a social organism, and it is the duty of the citizen to understand its nature and its laws, and to act in accordance with them. The state is a body of men, organized for the purpose of maintaining order and justice. It is not a mere collection of individuals, but a living entity, with its own life and its own laws. It is a body that grows and changes, and it is subject to the same laws of development as any other organism.

I. The state is a social organism, and it is the duty of the citizen to understand its nature and its laws, and to act in accordance with them. The state is a body of men, organized for the purpose of maintaining order and justice. It is not a mere collection of individuals, but a living entity, with its own life and its own laws. It is a body that grows and changes, and it is subject to the same laws of development as any other organism.

years, along with the corrective measures used and the later school history of the chastened. With that there should be, for the purposes of contrast, the behavior records of the pupils of a teacher who practices complete physical unrestraint, following the newer philosophy of allowing a great deal of freedom in the classroom.

The statement has been made by John T. Wahlquist that: "The typical teacher's services are highly idealistic,"² which means for one thing that he believes that to a considerable degree the authoritarian system of control is still in force. If this is true, there should be a clarification of what is best in this field. Kilpatrick wrote about teachers that,

"a large proportion are drawn from the lower half in economic status and so tend to represent the less well informed and less cultured families. Moreover, when these teachers go forth to teach, they must for the most part teach in communities which represent the average American thinking background."³

This Wahlquist⁴ says leads to the blind leading the blind. If teachers are blind, give them light that they may see; let it not be light that first flickers in one direction and then the other, but with its wick trimmed by recorded scientific ex-

2. John T. Wahlquist, The Philosophy of American Education, p. 42.

3. William H. Kilpatrick, et. al., The Teacher and Society, Ch. VIII, as quoted by John T. Wahlquist, The Philosophy of American Education, p. 308.

4. Wahlquist, op. cit., p. 308.

perimentation so that it gives a steady glow of assured outcomes from definite principles laid down for us to follow. Since so many of us are drawn from the common folk, put it in language that is not an attempt to employ all the technical terms that can be found to prove educational worth. Lay it out for us in the bread and milk simplicity of a frugal, common meal.

If, as has been said by John B. Watson in speaking of infants:

"They begin to learn to do things--that is become conditioned--the day they are born,"⁵

then the responsibility of the parents is even greater than that of the school. Still more emphatic and far reaching is Watson's belief that,

"the first two years of infancy are enormously important in shaping the child. If no record of the first two years of infancy has been kept, scientific observation is impossible."⁶

He goes on to say that by the end of his second year, the child's temper is well organized and that his character, his fears, his attitudes toward things "have been so slanted that only a divine being could unmake him."⁷ Yet when the child comes into the classroom with the imprint of his environment fixed in his personality, the school is held responsible for changing what some

5. John B. Watson, The Ways of Behaviorism, p. 20.

6. Ibid., p. 29.

7. Loc. cit.

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have called the "little savage" into an acceptable social being. Why should the emphasis not be placed more strongly on the home? What would this mean, if society were to place the responsibility where it logically lies according to what scientists say is true of the early years of childhood?

There might well be, for one thing, an extension and strengthening of the courses which are now being put into our high school curriculum on Family Life Problems. In a good many instances, the courses are not even a half year in length, but just a week's conference which merely scratches the surface. Young people are asking for this; they feel the need of guidance in their forward look toward a home of their own. At best, these courses are only general in nature, and might be supplemented by further and more detailed study after the decision to marry has been made. In a free country it is not possible to compel a young man or woman to go to school after the compulsory attendance age is past. There might be a reduction in divorces and broken homes with all their evils, however, if before a marriage license were issued, each young couple could be persuaded to pursue a course of study written in clear, straightforward language, which would be a guide to use in the marriage relationship and in the rearing of their children.

To pilot a child through his school years, teachers are expected to be educated professionally. Yet young people, with even less than a high school education very often, are permitted

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on the point. But would this be, it could be, it could
be responsibility where it logically has been taken on them

responsibility as to how it has been taken on themselves.

There also will be, for the thing, an extension of

responsibility to the person who has taken on them

an obligation, responsibility to himself and to others. In a

good and honest, the person who has taken on them

in himself, but a man's responsibility is not only to himself

for himself. Some people are taken on them; they take the

kind of attitude in their own way, but in some of their

own. In fact, there is a man who has taken on them, and

also he is responsible to himself and to others. It is

not possible to say that a man is not responsible to

others. The responsibility is not only to himself, but to

a person in himself, and some people are taken on them, and

however, it before a person's responsibility is taken on them, and

people could be responsible to others, and some of them

is often, responsibility is taken on them, which would be a

man in the person's responsibility and in the taking on them

responsibility.

To take a child's responsibility, the person who

is taken on them, and some people are taken on them, and

even if a child's responsibility is taken on them, and

to take on a task which, if it were properly done, might have very important results in the educational success of the next generation. Mother love is trusted to guide a child until he is six years of age, during his most impressionable years. This love is often "smother" love, is distributed unequally among her children, or is lacking to any very great degree. Are many parents equipped with the knowledge necessary to understand their children as their behavior patterns begin to develop? How well do parents realize the lasting and devastating effects anything in the environment which is harmful may have on their children? Perhaps with the aid of such authorities as mental hygienists, psychiatrists, psychologists, and behaviorists, there might be developed for common consumption a guide to the recognition of various types of personalities. Their manifestations could be made clear, and the ways to improve what is not good for future development put into easily understandable language. Many very lengthy and authoritative volumes have already been written on behavior and personality development, it is true. That is the difficulty; there are too many, they are too wordy, and too filled with technical terms. Is it not possible to put in homely words nearly all the worthwhile scientific truths which have been discovered?

In other words, should there be some scheme of education for parenthood which would be more definite and more far reaching than taking a short course or reading a book? Perhaps the

—14. Аннотация к статье "Судебная медицина" из кн. "Суд. мед."

- *area of interest + negative effect of partner's attitude on divorce*

physician who attends the mother is the one through whom educational authorities should work. In that way, society would at least be sure that the vast majority of mothers would be reached, even most mothers of illegitimate children. Parents might thus be brought into a greater realization of their great responsibility in providing the right atmosphere for child growth, and come to an understanding of the fact that their children will reflect the attitudes toward life which they as parents assume. The factors that were at first thought to be important as adverse influences on personality, such as poor economic conditions and broken homes, foreign born parents, and physical sickness are said now to have little influence on their own account. It is the attitudes of the individuals who touch our lives in daily contacts which are so important. Back of the attitudes of parents are, of course, all the conditions of their environment, which have been the means of forming their attitudes toward life. How much too often can the responsibility for the sins of the children be traced back and placed squarely on the shoulders of parents or teachers or some other individual whose attitudes and life principles exerted an influence on them. Might we venture further and say they all can be laid there?

A fund of valuable information would be obtained for use by school authorities, if parents were provided with some simple forms on which to keep a record of the development of any children born to them. Might not this be made a requirement for the

placement of the children in public school when the time comes for them to enter? Visionary? Yes, indeed, it is visionary, and yet our stated aim is to educate in such a way that there will be "freedom with responsibility." The early years of childhood are so important to the emerging personality. If the aim of all education is to help the child to achieve a more mature personality and be an individual who can accept the self-discipline necessary in a free society, school people need this early record of a child's growth. This acceptance of the responsibility of self-discipline is one of the most important problems of our democratic social order. If we are to continue to have such a social order, each individual citizen must assume the burdens of freedom, and exhibit orderly, responsible conduct. Time, money, and effort would have to be expended to get this record; but it would be invaluable for child guidance at the elementary school level as well as later in life. In addition, it would give the parents a better picture of what each child is like, and be of assistance to them during the pre-school period. Knowing the child better, the teacher would be able to help him make the transition into school experiences with greater facility.

Teacher attitudes, like those of parents, exert a powerful influence in the life of the child. No longer are teachers concerned only with subject matter mastery, but with pupil growth toward the goal of becoming accepted members of society as well.

Some valuable and important studies in this field such as those of E. C. Wickman⁸ and M. Elizabeth Baker,⁹ have already been made, but further investigation is needed.

Prospective elementary school teachers may very profitably be given extended training and experience with children over all the years of their college experience, with carefully laid out measuring sticks being devised for evaluating their effects on the children who come under their influence. As described in a previous chapter, one of the teachers who was so successful with her children even while allowing them considerable freedom, did not have any special training to start with. She did have, however, the personality traits which made her successful from the outset. It is the interaction between the pupil and the persons in his environment which is so important.

Looking toward a middle course between too much freedom and too strict control would involve then, the building of a greater realization on the part of parents and teachers that it is they who exert the most influence, they who provide the atmosphere in which a child grows. It would involve also some more concerted effort at parent education than has yet taken place, the preparation of materials to aid in such work, and

8. E. K. Wickman, Children's Behavior and Teachers' Attitudes, p. 48, as quoted by J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 77.

9. M. Elizabeth Baker, "Personal Adjustment of Teachers," Journal of Educational Research, Vol. XLI:5 (May, 1949), p. 675.

the keeping of some sort of record on the development of each child through the pre-school years. More extended training of prospective elementary school teachers is also an educational necessity if better control measures are to be built and put into practice.

A better course than has yet been devised for classroom management might well involve the early training of children in the rudiments of mental hygiene. Such training would have to be put in language which would be understandable to them, but this is possible. The children studied in the cases presented might have avoided their difficulties if they had been taught what exhibition behavior is like, to notice its signs in others, and then to recognize tendencies toward it in their own natures. But merely to make them conscious of behavior problems without telling them clearly what to do about them, is like failing to teach them how to swim before they get out into deep water.

Since cooperation between persons and groups grows increasingly necessary as the years go by, experiences in school in which students have an opportunity to work together, to plan, execute, and evaluate the results of their work as well, are a necessity. This would be impossible under the older system of discipline where each child in his own little world struggled individually with externally assigned tasks. All of us will agree with Milosh Muntyan, who says that discipline should now be group-centered, not teacher-centered or child-centered.

"The problem lies in making the group and the group process meaningful and understandable to the child, so that he can intelligently interact with the group and help in reconstructing such elements of current group discipline as are incompatible with the best the group believes or would profess to believe."¹⁰

The advocates of both teacher-centered and child-centered discipline are in error in that both see the problem in terms of an antithesis. The first emphasizes dependence on external leadership and the second would allow an absolute independence for the child, with the development of discipline coming from his own inner resources.¹¹ He is a member of the classroom group whether he wishes it or not, and we as adults are all members of groups, with the necessity of so directing our lives that we will further the welfare of the groups in our environment if we wish to preserve our democratic social order and avoid dictatorship. Instead of extolling individual success and authority in our public schools, the emerging needs of our society might better be met by placing a greater degree of emphasis on the group and group actions. To do this, it will be fundamental to encourage participation rather than spectatorism both in the classrooms of our schools and in adult undertakings. The give and take of the group with all the reactions such a process involves is necessary in character training and the development of personality.

Education for democracy is not accomplished if children in our schools are not given some of the responsibilities which

10. Milosh Muntyan, "Discipline--Child-Centered, Teacher-Centered, or Group-Centered?" Progressive Education, Vol. 26:6, (April, 1949), p. 173.

11. Loc. cit.

should be theirs as citizens of the school state. In a government like ours, the people who are governed take part in the deliberations of their government and have a right to approve or disapprove, to consent or reject. If the habits of reflection and self-direction, and the ability to take an active and helpful part in group life are to be developed, it will be well to give children an opportunity to develop these necessary things in their classroom living.

In a middle course between too much freedom and too strict control, any disciplinary measures should be the responsibility of the group. The members of it, since they are members of a democratic classroom group, should be taught to assume obligation toward any classroom problems which may arise, and to take measures to bring about their solution.

6 Perhaps school teachers have been teaching the principles of democracy instead of helping students to develop a definition of our way of life by participating in activities which make clear what democratic living means. Merely to understand the meaning of the term and to know the responsibilities which such a way of life involves, is insufficient. The members of the group should be given the responsibility of considering the behavior of the group in the light of democratic concepts which they themselves have built from active participation in group classroom living. The analysis, reasoning, and inquiry that are so important and yet so often

imperfectly attained in attacking the problems of adult life have a place in the schoolroom, for from its doors will come the citizens in whose hands and hearts the future of our great country lies.

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